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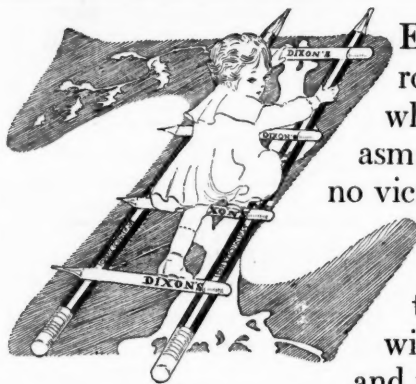
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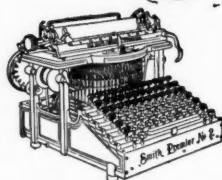
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THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXV.

For the Week Ending September 21, 1907

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OSSIAN LANG, Editor.

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Teachers as Supporters of Dependents.

The arguments brought forward to promote the advancement of teachers' salaries must be framed with extreme caution, lest there be unpleasant reaction along unguarded lines. The arraignment of women against men, or of men against women, is an especially unwise procedure. There is no doubt about the reality of the justice behind the demands for a better remuneration of the teacher's services. Do not let us permit this to be obscured by fruitless discussions about the economic value of the sexes in the market-places of the world.

Those women teachers of New York City who regard Miss Strachan as their leader have a strong claim in their insistence upon "equal pay for equal work." The men who are trying to weaken the cause of these women are bound to fail. The plea that the man supports a family, while the woman has only herself to take care of, can easily be shown to be without real foundation in fact, besides having nothing to do with the real issue. The truth is, that most teachers—men and women alike—have not only themselves to take care of, but contribute also to the support of dependent relatives. Times have changed. Arguments based on conditions that have passed away can be of no avail when the searchlight of intelligence is turned upon them.

Men are excluded from wage-earning pursuits at an earlier age than they were in former days. Women have become the competitors of men in nearly all lines. Meanwhile, the number of dependent parents has grown to large proportions, and the care of them has fallen largely upon the children. To what extent the burden has been shifted to the lot of the daughters, I am not prepared to state. I do know that there are few women teachers who are free of family responsibilities which consume a portion of their earnings. I have heard of these few, but I have never met them.

Two or three typical examples will make the point clear.

One of the best salaried women is principal of an Eastern training school for teachers. She receives something like \$2,500 a year. In the fifteen years I have known her there never was a time when she did not carry on some university work for self-improvement, and to keep abreast of the times in pedagogical sociology and psychology. She subscribes to the most helpful periodicals, and spends a portion of every vacation at a summer school. She dresses well, as becomes her office, and pays the ordinary taxes which social life exacts of cultured women. She has supported her widowed mother almost from the day when she began to teach, and has borne the expense of the education of her younger sisters. In her school are many poor pupils who have received substantial aid from her. And this is the type of the noble

woman teacher of whom there are thousands in the common school service.

A young woman of twenty-two became supervisor of music in a Western city at a salary of \$900. She had drawn only one monthly check when her father lost his position, and in spite of every endeavor could find no permanent employment because of aged appearance and feeble health. The daughter reduced her personal expenses to the lowest possible point, and contributed the balance of her money to the support of the family. She felt compelled to look for a better salaried place in the East, near the home of her parents. The \$1,100 she was paid shrank considerably under the increased demands the new office made upon her purse. She undertook evening school and vacation school work to supply her family with the necessities of life. The strain proved too much for her young life. She, too, is a type.

A teacher in a city school receives \$400 a year. A widowed mother and two small sisters are dependent upon her for support. After school hours she has private pupils. The intelligence, energy, pluck, and resourcefulness of this teacher would bring her twenty dollars a week in a commercial line. But she wants to teach. And so she tries to earn enough by outside work to enable her to stay in the common school service. The city that pays her \$400 gives the janitor of the school \$1,200. But he has a wife and two children to support.

Now consider that there are not a few who receive only \$300 or less a year, and these, too, have calls for financial aid. Yet, the teacher who is worried about the daily bread cannot possibly give the best strength to the work. In no other occupation is the drain upon the vital forces so constant. Irritability has serious effects upon the developing characters of the pupils. An atmosphere of cheerful serenity is the most favorable condition for the education of the young, and that is naturally dependent upon the personality of the teacher. Worry is conducive neither to cheerfulness nor serenity. The communities that keep their teachers poor are depriving their own children of a most valuable part of education.

It costs money to keep in touch with the progress of the world. A person of cultivation has many necessary expenses that others manage to do without. The very office of the teacher makes certain special demands that involve expense which are not required of either the bricklayer or the paper-hanger. Attendance at educational conventions is most desirable for efficiency, and that necessitates further expense. School communities do not seem to have these considerations in mind when fixing the salaries of teachers.

Here is a line of arguments that tell.

Pennsylvania is determined that the minimum salary law shall be observed by all school communities. The total increase for the 33,250 teachers in the common schools is less than a million dollars, while the State school appropriation for the districts is two million dollars more than last year. Yet such is human perversity in certain localities that it would, if it could, withhold from the teachers their just pay. And how much did the State capitol cost, did you say?

Sir Oliver Lodge, writing in the *North American Review*, treats in an exceedingly interesting way the question of the religious education of children. Basal to his discussion is the conviction that too much education, both secular and religious, is committed to those outside the home,—a fact which none will deny.

After asserting that religious education ought to have what he terms the attributes of Indirectness and Continuousness, he proceeds to define religious education. He says:

"By 'religious education' I mean an effort on the part of the adult to form such habits of body and mind, and such aspirations of soul, as shall tend toward a clean heart and the ultimate condition of a realization of unity with the Divine Spirit of God. We worship this spirit—God—thru His manifestations in Man, in Animals, and in Plants, and in the expression (craftmanship) of man which is (or ought to be) Art."

From this it must not be supposed, however, that Professor Lodge has no place for doctrinal or dogmatic instruction. The child-mind is curious about its own existence, origin, and nature; it will ask questions about God, creation, death, and similar problems. These questions must be wisely met. But the writer of the article insists that in such teaching emphasis should not be laid upon sin and punishment, but upon Divine love and goodness.

The twenty-fifth annual meeting of the Council of School Superintendents of the State of New York, will be held at Albany, Wednesday and Thursday, October 16 and 17 next. As voted at Rochester last October, this meeting immediately precedes the university convocation. Supt. Rovillus R. Rogers is president of the Council.

One hundred and fifty-two Catholic Parish schools of New York City have opened with a total registration of 100,000. This is a larger number than that of all the pupils in the common schools of Washington, Milwaukee, Detroit, New Orleans, Pittsburg, Cincinnati, Baltimore, Cleveland, or Buffalo. In 1906 there were 93,000 children in attendance. The 149 free elementary schools and three high schools represent in themselves a great school system. The Catholic Parish schools of Boston opened this year with a registration of about 50,000.

Considerable interest attaches to the committees of superintendents in New York City. Dr. Maxwell has announced the following appointments, which leave the committees constituted pretty largely as they were last year:

Committee on Nomination, Transfer, and Assignment—George S. Davis, Chairman; Clarence E. Meleney, Gustave Straubenmuller. Committee on School Management—Thomas S. O'Brien, Chairman; John H. Walsh, Edward L. Stevens. Committee on Course of Study—Andrew W. Edson, Chairman; Gustave Straubenmuller, John H. Walsh. Committee on Text-Books, Libraries, and Supplies—Clarence E. Meleney, Chairman; Edward B. Shallow, George S. Davis. Committee on High

Schools—Edward L. Stevens, Chairman; Andrew W. Edson, Clarence E. Meleney. Committee on Training Schools—Andrew W. Edson. Committee on Evening Schools and Vacation Schools and Playgrounds—Gustave Straubenmuller. Committee on Compulsory Education—Edward B. Shallow. Committee on Records, Forms, and Reports—John H. Walsh.

The reappointment of Dr. George S. Davis as Chairman of Committee on Nominations, Transfer, and Assignment, may well be regarded as a high compliment. This is really the most trying post in the whole system. Infinite tact, keen judgment of teachers, and a thoro knowledge of the needs of the various parts of the immense system, are essential qualifications. Dr. Davis possesses these in the fullest measure. Besides, he enjoys the well-earned reputation of being absolutely just.

An enthusiastic and useful friend has been lost to New York City schools in the death of Mr. Guggenheimer. He served on the Board of Education upwards of twelve years. He always took a special interest in the welfare of the Normal College. This, the training schools and high schools seemed to appeal to him particularly. A man of great wealth, he delighted in giving to the city he loved his ability as a careful administrator of financial affairs. His friendly counsel and help were ever at the command of teachers who felt that they had been treated unjustly. His memory will be revered by many.

Mrs. W. T. Cushing, who has been studying the various sorts of "recreation centers" in New York, recently appeared before the finance committee of the School Board of Milwaukee, Wis., and asked that \$30,000 be appropriated for similar work in that city.

Mrs. Cushing was instrumental in having the bill passed which authorizes the establishment of recreation centers in school-houses of the city, and has plans for immediate work should the money be forthcoming. Briefly outlined, her scheme is to open three schools in the congested districts at once and to provide forms of entertainment for every member of a family.

The gymnasiums would be thrown open to fathers and sons, the school libraries would be available to all, trained kindergartners would have charge of the kindergartens, and a separate gymnasium would be provided for girls. Games and pastimes would be devised, and every department be in charge of trained instructors.

As the experiment is generally favored, and the School Board has about \$50,000 unexpended balance, Milwaukee seems sure to have recreation centers at once.

Within three or four days of each other there died the foremost composer of Norway, and the foremost actor of America, Edward Grieg and Richard Mansfield. Of Grieg it was said that his death was a national calamity; of Mansfield, that there is no one to take his place. The purpose of each of the two lives was, in its own way, the same. Each had set up for himself a high ideal, and was trying to live up to it. Of Mansfield it has been said since his death that his purpose with everything he played and every time he stepped onto the stage before the public was to teach a lesson that would make his audience wiser and better. Of Grieg it was said that he never wrote a song or other musical work that had not for its purpose the giving something to the world that would make people feel more deeply the sweetness and beauty of life. It was their great purposes that made these men great. High ideals and earnestness of purpose are what the world is asking of every

Superintendent Greenwood's Annual Benediction.

An Ideal Character To Be Realized.

By J. M. GREENWOOD.

The most lovable Christian character portrayed in literature is that of M. Myriel in the opening chapters of "Les Misérables." In my search thru history, autobiography, or fiction, I have nowhere found its equal. Read it, and then judge of the work of this good man. By the side of this Christian hero I would place the real teachers of the children of men. The teacher whose life is ever along an ascending series, because faithful, diligent, ever-growing and reaching upward every year for higher things in general efficiency and meritorious service is worthy to be venerated with the grandest characters civilization has ever produced. It has ever been to me a great consolation to look into the faces of noble men and women who were determined to reach the very highest professional skill in their work, whether it be in the management of the pupils or in their individual attainments in sound scholarship.

For those noble souls who have ever striven to reach the very mountain top in a work that is laborious, and oftentimes poorly rewarded, I have the highest admiration. That one has worked upward to his fullest limit, a glorious crown is none too great a reward. When one feels each day that he must, in the final review, give a full and complete account of all his thoughts and works, no mean effort will satisfy his conscience. With such a one the highest duty earnestly and fearlessly performed is the concrete expression of the law in his obligation when he signed a contract to give the State, in the education of its children, the best and most faithful service that he was capable of rendering. It was no neutral promise that he made, and it passed not from his mind like a shadow. It was a high, sacred obligation that sank deeply into every fiber of his nature. It was a moral consecration in which the worker is to live, move, and have his being. Such a one knows where his greatest work lies. His eyes are set on the living light that is fit for shaping human beings to perceive the greatest truths that the world has vouchsafed to men and women.

Need I say that such a one often looks over the road that he and his pupils have traveled, if one of them had tripped and fallen by the wayside. Before condemning, he always takes all the circumstances into calculation to see that he be blameless. May we, as we grow older in years, grow in the beauty of goodness and gentleness. These can never be attained by narrowness of thought and action. In going thru life we must catch every ray of sunlight and keep our souls responsive to every vibratory note that is in harmony with the best there is in humanity, whether it comes to us from the palace or the home of the most humble. A soul that is alive to the most beautiful objects of this world, and to the purest and most unselfish actions, is the only one that is properly fitted to live a life of devotion to a great cause. The very moment one begins to narrow his views, to shut up his sympathies, to live in an ever-narrowing circle in which self is the center and circumference, that soul begins to die,—to die a death more terrible than the ancients ever portrayed of Tantalus. It is easy to die intellectually, morally, and spiritually,—but it is difficult to live while dying such a death. It requires work, force, energy,—life-energy to push a tree upward against the force of gravity; so it requires all the energy the Creator has put into each human being thru work well planned, to force himself upward into light and knowledge,—but this is the line of

travail of each human soul that makes any progress in this world. It is easy to vegetate, to stagnate, to dwarf, and to die; but who, with a soul as big as a grain of mustard-seed in him, would be willing to live such a life and die so ignominiously.

The law of growth in the natural world is the same that it is in the spiritual world; first the bud, then the leaf, then the flower, and then the fruit. Analogous to the life of the human being—first the desire, then the beginning, then years of work, and finally the accomplishment. There may be pleasure to the tree or the plant in developing itself in a way that we know not of; but to the human being, the joy that comes to the soul that is really alive, what pleasure, what joy! The joy of mastery, the pleasure that comes to one of work faithfully done in helping other weary souls in their struggles and triumphs. To enjoy life one must give himself over unreservedly to hard work, work of mind, body, and spirit. What is all this great world about us,—but to study it and enjoy it.

To Know the Truth and Follow it.

Man should be pre-eminently the truth hunter, and in this age all real teachers should stand forth as the great exponents of intellectual and moral honesty. They should be distinguished intellectually as the ones who can collect facts, arrange and classify them, and then deduce logical conclusions therefrom, and by the habitual practice of clear, distinct, and comprehensive thinking, they ought to train their pupils to avoid sloppy, slipshod thinking, and to acquire habits of clearness and independence in the formation of judgments.

The object of this kind of training is to accustom pupils to conquer by separating a complex whole into its elements, and then to consider each element singly, and, finally, to unite them in thought by a synthetic process. The best attitude of mind is that which enables one to look at all sides of a complex proposition, whether it be concrete or abstract, and at the same time to concede to others the right of private judgment. No man is a free man who feels constrained to follow another in his thinking. Such a one is in leading-strings, and his views of truth and right are borrowed plumes. He is neither a truth hunter, nor a free man; but he wears shackles.

The kind of insight the teacher needs and must have is that which classifies knowledge and purifies it from everything that is ephemeral, erratic, and cheap. The eternal principles of truth, right, and justice are the foundation-stones of real success, whether individual or national. Grand-stand play has no place in an honest man's life. It is the subterfuge of charlatans and demagogues. The work in the school-room is not composed of the rumors of the office, the counting-house, the street or the high-ways of travel. It is what has been wrought out in quiet study, where transient gossip has no foothold. On this kind of brain food the mind grows by its own activity, whether of the little child or the aged man. The fountains of learning are everlasting fountains, refreshed by every thirsty mind that sips from the great reservoirs of unpolluted knowledge. Worldly fashions should never enter here. Each in his own quiet way works out his own problems of destiny. True moral and intellectual growth can only come when life touches life, soul touches soul in knowledge, feeling, and sympathy. We must divide the false from the true; everything that savors of deceit, ingratitude, the unreal, and the evasive, has no place in a great and generous nature. Education of the right kind drives littleness and meanness out of the soul.

Life must, therefore, be renewed daily from pure and unpolluted sources. The difference of such a supply is as great as that between fickle and true friendship; between real learning and whitewash polish; between true manhood and womanhood and that cold glitter of friendship that chills the marrow in the bones. Each day's work should reproduce the outside world as it ought to be in miniature.

The problem of the teacher is to take these inchoate human forces as they exist in each child, and to combine and direct them into higher and purer forms of living, feeling, and acting, than has ever been attained in the world's history. To quiet and tone the feverish activity that disturbs, confuses, bewilders, and dumbfounds a large majority of the American people, and renders them the dupes and slaves of designing demagogues, to free them from prejudice and unworthy motives, is the task the teachers of America must perform. Calm, thoughtful, purposeful thinking and action are needed to control and direct the unorganized, misapplied, and wasted energies of our boys and girls. Teachers must keep their heads in this hurly-burly of haste, extravagance, misconception, and misrepresentation of all public matters, and not forget that in order to make a living an assault against the forces of nature must be continually carried on daily for one to procure the means of subsistence. A teacher, as well as a speculator, may break loose from all the teachings of history and the accumulated experience of the race, and have a few followers; but the collapse soon follows, and the end is a complete smash-up. We should keep constantly in mind that we are trying to level-up society, working somewhat at a mechanical disadvantage. Yet a larger number of persons are supporting themselves on a higher level of living than ever before in the history of our country. There is a drawback keenly felt by those who have not been so successful as some of their fellows in accumulating and in holding property values. On the other hand, one is seldom found who is envious of a fellow-being who has great intellectual, moral, and ethical endowments. Jealousy finds its real field among those who are, or have been, great captains of industry, the money-makers and the money-holders of the nation and of the world, forgetting that such acquisitions as denote inequality belong to standards in property, luxury, and physical comforts, but do not pertain to knowledge, virtue, honesty, moral, and great intellectual endowments.

Whether all can be lifted to a higher standard of physical, intellectual, and spiritual existence, depends entirely on personal ideals, and very little upon what charitable, municipal, and State organizations may distribute. Persons of a low, sensuous caste of mind cannot enjoy with any satisfaction what will give the greatest pleasure to the cultivated and refined. People can only be helped where they are, and in the real world in which they live, if at all. It has been well and truthfully said that every nation has its advance guard, rear guard, and stragglers, and this is as true of school teachers and pupils as it is of any other body of people that may be found in any city of the world. Only a small portion of the human race, thru thousands of years of effort and progress, has been able to emancipate itself from poverty, ignorance, selfishness, brutishness. The greatest uplift, however, has been in our own country; but we must lift the masses still higher.

Teachers as Leaders.

Teachers, if they are real teachers, must be leaders in the community in which they live. They must not only formulate, but crystalize public opinion on many ethical and intellectual questions.

Teachers ought to be chosen chiefly on account of largeness of vision and saneness of opinion on community and national problems. There is no class of people in a community that has juster views of right and wrong than the teachers of our public schools, or whose business it is to study those social and domestic problems that confront society and demand the most serious consideration. They, most of all, are obliged to teach certain subjects and to set forth and explain to their classes ideals of thinking and of action upon which, it may be, the most vital issues of the nation will eventually turn. The great peace movement is a case in point.

There is no one who knows, in a general way, the habits and the aptitudes of children so well as the grade teachers in our elementary schools; or as the teachers know the pupils in the rural schools where they come into most intimate relations with the pupils during their study hours and their hours of play. Thus they have a double advantage over those who see their pupils only in the school-room. The teacher should come into close touch with the pupils and parents, and all the questions that occupy the mind of the community and of the life that goes on from day to day in each home. The school-house will more and more become the radiating center of the social life of the community, a place where its wants and betterments will be discussed and each citizen brought into richer and more wholesome fellowship with the world.

Democracy, as it now stands before the world, does not mean government by the mob, or the ignorant, or the prejudiced, but by intelligent majorities that hold to definite ideal principles that can be realized approximately by concrete application to the wants of communities or nations.

It is not in the spirit of true democracy when one only partly represents what an honorable opponent says, and then suppresses the remainder. Neither is it the spirit of true democracy to enlighten the public on one side of a local, commercial, or national issue, and then persistently ignore the other side, or belittle it, or pass it over in lofty silence. Any question belonging to any one of the great activities of life that men are forced to consider, presents different phases, and it is not in the interest of public policy to half-way inform a people, a State, or the nation on such a subject and then studiously avoid all discussion of other issues involved in it. Morally, it is as bad to misrepresent one's position as to lie outright about it. To pursue a deceptive policy is a tacit assumption that the people are not capable of forming right judgments when a public proposition is presented to them for their decision.

The entire outcome of the teaching in our public schools is intended to cultivate the minds of the boys and girls to such a degree of fairness, skill, and sound judgment, that when an issue, whether simple or complex, is under investigation, they are prepared to arrange, assimilate, and digest the facts, and determine what ought to be done in the premises. Some of the public questions that a community is forced to deal with are purely local in their nature, and the great body of the people, when an issue is once clearly and fully set forth, with reasons for and against, is thoroly competent to render a decision on the matter under controversy. There may be in international affairs reasons for public policy why certain diplomatic correspondence should be kept from the public till such times as its publicity would not endanger or prejudice the interest of either party, but when the facts are given publicly, then the people should be put in possession of the contention in full, so as to weigh the evidence and estimate it at its real value.

To broaden the scope of education, to enable the

pupils as men and women later in life, to investigate and handle, in a practical manner, the issues as they arise in a complex civilization, and to keep their heads and hearts clear, is the real mission of the work that, as teachers, we are endeavoring to accomplish. This is our present national problem.

It is still a question whether a democratic form of government is the most favorable for the development of high scholastic and scientific attainments. There are those who contend that our country is not the one in which the quiet, patient research worker can achieve the richest results. They contend that we are turning our best national energies into the hurry-up, commercial lines of activity, and that as a nation we are lacking in those careful, verified methods of scientific contemplation and experimentation that have characterized the great schoolmasters of the race. The gospel of hurry has about reached its limit in this country,—called in some quarters enterprise. It is not a sure guarantee of either greatness or staying qualities. Calm, self-contained, moved by high and lofty ideals, the scholar, as the man or the woman, should stand forth with the real torch of true learning in his hand as the embodiment of knowledge and wisdom, and beckon the learners at his feet to grander heights above and beyond, and it is this spirit of inspiration that has the magic touch of power in it that will save this country from itself.

I agree with President William Peterson, of McGill University, when he said: "We are in an age of educational fervor. The most dangerous tendency of the present education is in the reducing of the intellectual element and the exalting of the mechanical. Anyone who says there is as much intellectual discipline about sawing a board straight as there is in translating a paragraph from Cicero, is going to extremes. The true aim of education is to teach a few things thoroly. We also confuse the idea of education with money making. People say that the stress of competition forbids the classics. A classical curriculum can be shown to form a good basis in the modern business world, and to be good training in the modern aspects of life. It is coming back into favor."

I give the quotation in full for another purpose. At this moment I have in mind three presidents of three great universities, William R. Harper, deceased, Richard H. Jesse, and Benjamin Ide Wheeler. President Harper was a prodigy of energy, enthusiasm, and especially in Hebrew and Latin scholarship. With an aptness for linguistic studies and a high degree of business tact and clear judgment in university administrative affairs, not deeply saturated with scientific studies, yet he was one of the most remarkable men of this age, and a living refutation that classic studies unfits one for the complicated duties of modern life. President Harper not only managed the administrative side of the university over which he presided, but he was one of the greatest teachers in the University. Perhaps as a teacher his talents shone more conspicuously than as president of the institution in which he had to direct large pecuniary interests.

Before Pres. Richard H. Jesse was called to the head of the Missouri State University, he was known as the professor of Latin in Tulane University, New Orleans. Some of those who discounted classical attainments shook their heads gravely and wondered what a teacher of Latin, whose thoughts had been turned almost incessantly to dead and crystalized forms of words, could do in directing the affairs of a State university. What he has done is a sufficient answer to the inquiry.

Pres. Benjamin Ide Wheeler was most favorably known in the East as a professor of Latin and Greek. His tastes were all classic, and with this preparation,

broadened by a liberal training in the humanities, he took up the reins of the University of California, and placed it at once on a footing equal to that of the Leland Stanford, Jr., University. I cite these three prominent cases to show that classical training does not disqualify men from taking hold of large and varied interests and directing them most successfully. The explanation must be looked for in the exact training demanded in developing the critical faculties of the human mind so that they can be turned quickly into different lines of activity. If to give one the use of all one's powers at the critical moment be a test of educational attainments, then the three gentlemen mentioned are among the best-equipped men of this generation.

As much as I feel inclined to affirm is that classical training neither qualifies nor disqualifies one to use large directive power in any kind of activity in which a large number of persons is engaged or large financial interests are involved. When a mind has been trained to accuracy, quickness, and comprehensiveness, so that it grasps new conditions easily and separates them without delay, it is prepared to take hold of whatever may be presented for solution.

Librarian of the Bureau.

Col. Isaac Edwards Clarke, who, since 1871, had been connected with the Bureau of Education and, since 1882, had held the title of Collector and Compiler of Statistics, died at the age of seventy-six years on January 9. Colonel Clarke was widely known for his compilation of the literature on instruction in art and manual training, which appeared in four large volumes, 1885 to 1898, issued by the Bureau of Education under the title "Art and Industry," and also for his monograph entitled "Art and Industrial Education," contributed to the series prepared under the editorship of Pres. Nicholas Murray Butler for the Paris Exposition.

Mr. W. Dawson Johnston, of Rhode Island, has been appointed collector and compiler of statistics to succeed Colonel Clarke, and is assigned to duty as librarian of the Bureau of Education, at a salary of \$2,400 per annum.

Mr. Johnston is a graduate of Brown University in the class of 1893. He was a graduate student in sociology in the University of Chicago, 1893-4, and in history in Harvard University, 1897-8. He received the degree of A. M. from Harvard University in 1898.

During the years 1894-7 he was instructor in history in the University of Michigan and, subsequent to study at Harvard University, an instructor in history at Brown University. In the year 1900 he was appointed first assistant in the Division of Bibliography in the library of Congress. He remained an assistant in that library until his appointment to his present position. He is secretary of the Bibliographical Society, and editor of its *Bulletin*. He is also author of the *History of the Library of Congress*, and a contributor to library and other journals.

In his new position, Mr. Johnston will have charge, under the supervision of the Commissioner of Education, of the library of the Bureau and of its reorganization, with a view first, to rendering it more useful in the preparation of the Reports and other publications of the Bureau; secondly, to facilitating the investigation of educational problems by advanced students, teachers, educational administrators, public commissions, and legislative committees; thirdly, to doing what can be done from this center in the way of promoting the efficiency of school libraries and co-operation between public schools and public libraries generally.

Letters.

Dr. Gilman's Significant Words.

To the Editor of THE SCHOOL JOURNAL:

In THE SCHOOL JOURNAL of September 7, I have read this evening Mr. Arthur Gilman's words headed "Private Schools as Leaders"—a paper very brief, but one that should carry great weight with those who are working for improvement of public schools.

"I am writing from a New England town," says Mr. Gilman, "in which there is a high school. It has one teacher. There are three other schools in the same building with his, but they are quite independent of him. There is no person in authority who can exercise discipline over the boys and girls of the four schools. The school committee alone can do this. . . . Would this be permitted in any private institution? It exists here only because there is no person in the town who is sufficiently interested to press for improvement." (And, Mr. Editor, that townspeople are not more interested is largely the fault of school authorities and largely because they habitually represent to citizens that the schools are so wonderfully fine.)

Mr. Gilman also speaks, you will remember, of twenty-five hundred children in a certain city deprived of a text-book in geography, one-half of those authorized to decide what book should be used having voted for one, and the other half for another; and he quotes from an article in the *Forum* to the effect that the administration of public schools is "recklessly and dreadfully incompetent," and that "any private or corporate business so managed would fail."

This morning, in a large New England village which has two school-houses, both fairly modern and good, but crowded, I went to see the opening (September 11) in the building which last year contained the kindergarten and grades I to II. The first thing that I saw was a number of cruelly disappointed little children, to whom it was told that there was to be no kindergarten in that building this year, and the committee had not yet decided where it should be—probably would not for another week. The next thing was a lonely-appearing little boy, in the hall, hat on, to whom no attention was paid. After nine o'clock had struck, and all doors had closed, I asked him if he were looking for the kindergarten. "No; I'm six years old." "Then you're going into the first grade?" "Yes"—with immense relief—"where is the first grade?" We found it. The teacher said, with troubled hospitality for the newcomer, "He is the fifth, you see, for whom I have no seat." "But there is plenty of room for more desks?" "Oh, yes; I don't know why there are so few. I did not know till now that my grade was to be in this room, and all my books and things that I need are in my last year's room, and I can't get them." In Grade II, there were fifty-two pupils under an entirely inexperienced teacher. I wouldn't for the world inflict a visit upon her, and decided to come away, after seeing that school had really opened without any assembly or general greeting, any singing or other music. At the door I met two boys arriving with piles of music-books in their arms. As I think Mr. Gilman would have said: "Private schools are not so managed"—excepting the poorest.

The people of this prosperous village (\$3,000 has been raised to support a basket-ball team for a winter), very generally say that they suppose their schools are the best in the State; that they are the admiration of neighboring towns. They had sixty-five children in one primary grade last year; each

of the five lower class-rooms had fifty-six desks. There is no drawing taught, no manual training of any description, no physical culture. The salaries paid (*very irregularly*), are from \$324 to \$550, for teachers below the high school principal—"because there is no person in the town sufficiently interested to press for improvement."

Mr. Editor, if the public school authorities and all speakers for the public schools would take to heart such words as Mr. Gilman's, would not laud their schools so much to the public, would not shut their eyes to gross defects, would believe, and state frankly, openly, "We are but preparing for the giving of education; we need more assistance from citizens if ever we are to have schools worthy of respect—schools well administered by committees held to their responsibilities by anxious and exacting parents"—their work would be comparatively plain sailing; they would have a far easier time accomplishing their undertakings for school improvement.

S. P. P.

September 11, 1907.

Illustrative Work in Geography.

During the month of November there was held in the Free Public Library an exhibition of geographical material collected from the schools of the city. The aim in giving this exhibition was not to show the work of pupils, but to illustrate the course of study and to suggest its possibilities to the teachers. The present course has been in use for two years and it seemed to me very desirable that a general view should be given in order that its purpose and possibilities might be clearly apprehended. Every class-room teacher is seriously handicapped in the presentation of her subject-matter by the fact that she does not see her work as a part of a great unity, and sometimes the presentation is made without a clear understanding of the purpose and the results to be achieved by the instruction. The exhibition was very successful not only in showing the scope, the purpose, the important topics to be emphasized, the method of treatment, but in the stimulating effect that it had in creating interest and awakening a desire to excel.

Several of the principals are in accord with my wish to have the lantern used as a means of instruction, and preparations are in progress for equipping the schools in an adequate manner to do this kind of work. I recommend that a circulating collection of lantern slides be made, and that a definite system of exchange be inaugurated as a part of our regular educational work. A collection might include from seventy-five to one hundred views, and in the exhibition of these views, in a dark room to be equipped in the school building, two classes studying a given country might be brought together for one lesson period. Such an innovation would not necessarily be expensive provided the system could be adopted by the Board of Education. If left to individual initiative, it would be unsatisfactory.

Newark, N. J.

DAVID B. CORSON,
Assistant City Superintendent.
[Part of Report.]

The budget for 1908 of the New York Board of Education has been approved by the Executive Committee. It asks for an appropriation by the city of more than \$31,600,000. This is about \$6,000,000 more than the budget of 1907.

Boston's Newest Educational Center.

By FREDERICK W. COBURN.

More than local interest attaches to the completion of each group of public buildings in the new educational, artistic, and musical center of the city of Boston in and about the Back Bay Fens. No other American community has developed just such a focus of its higher activities as has been projected, and already partly created, in the New England capital. This autumn witnesses the occupation of one of the most important of the contemplated installations along the Fenway, that of the buildings of the group known as the Normal and Latin group.

The appropriateness of having at least one public school center among the Fenway institutions is incontestable, and one may hope parenthetically that if ever Boston has a hall of education comparable with New York's model structure in Fifty-ninth Street, this will be situated somewhere in the newly-occupied district of Copley Square, "The University of the Fenway," at all events, is rapidly becoming actual. The vacant lots filled with rubbish and foul puddles are being covered with stately buildings, and it is eminently right that among the many private institutions of higher education, some of the more prominent educational plants should be disposed of.

The first installation made in the name of common school education in the Fenway center will rank worthily as an architectural achievement with the new white marble Harvard Medical, the handsome and well-equipped New England Conservatory of Music, the Museum of Fine Arts now erecting, and the other structures of the neighborhood. As it has emerged from the scaffolding and the debris in the last few months the group has revealed itself as one that was even more pleasing, better in mass and color, than the published plans predicted; and these had been generally approved.

The educational group consists of four connected buildings ranged around a central courtyard. At the southern end is the Normal School; at the northern end, the Girls' Latin School. Between them, on the Huntington Avenue side, is the common building. On the other side the Patrick A. Collins model school which, for the present, will be occupied by the High School of Commerce. In the effort to make this a distinct addition to the city's architecture, the plan of a board of associated architects has worked well. It was desired, above all things else, to get the benefit of the experience of a number of experts. Three firms co-operated in the work, Messrs. Peabody and Stearns; Maginnis, Walsh and Sullivan, and Coolidge and Carlson. The total cost of nearly a million dollars would appear to have been very moderate.

The arrangements and equipment of the schools are worth describing in detail. The Normal School, which will accommodate three hundred and fifty pupils, men and women, has on the first floor handicraft rooms, rooms for manual training, a teachers' workroom, a lecture room, two drawing-rooms, with workroom between, and a suite of rooms for the teachers, including the principal's room, a reception room, rooms for the men and women teachers, and a teachers' lunch room. On the second floor, the library, a room for history, two rooms for English, with a workroom between, a large and small room for geography, with a workroom between, two rooms for mathematics, with a workroom between, and two rooms for instruction in kindergarten work, and also a large study hall capable of seating three hundred and fifty, a hos-

pital room, and toilets; on the third floor, two laboratories for physiology, with a workroom between, rooms for household science, containing kitchen and pantry, and a dining-room and bedroom, a chemical laboratory and workroom, and laboratories for physics, zoology and biology, with workrooms between the two last. In the basement are the various mechanical arrangements.

The model building will have seventeen classrooms for all grades from kindergarten up to and including the ninth grade, two rooms for each grade except the eighth and ninth. It contains, on the first floor the assembly hall, which occupies a story and a half, four class-rooms, large and small room for kindergarten, and the teachers' and headmaster's rooms; on the second and third floors, six rooms each. It has kindergarten, two first, two second, two third, two fourth, two fifth, two sixth, two seventh, one eighth, and one ninth grade. Counting the two kindergarten rooms as one classroom, this is a seventeen classroom building, ranked as a grammar school because of its assembly hall, cooking-room, and manual training room.

The Girls' Latin School has all the class-rooms, recitation rooms, and laboratories that are needed for six hundred pupils. On the first floor are five small class-rooms, one large class-room, two recitation rooms, an assembly hall and rooms for the principal and women teachers; on the second floor five small class-rooms, one large class-room, the library, two recitation rooms, a second room for women teachers, and the upper part of the assembly hall; on the third floor one large classroom and two small rooms, two recitation rooms, a lecture room, and the laboratories.

The common building contains, in the basement, the heating ducts; on the first floor, which is on a level with the first floor of the adjoining Normal and Girls' Latin Schools, the main vestibules at either end, the wardrobes, toilets, and lunch room, on the Normal side for men and women, on the Girls' Latin side for girls only, and in the central section slightly below this floor, and on the mezzanine immediately above it, dressing-rooms, bath rooms, and lockers, for the pupils in the two schools, two independent plants. In the case of the Normal School, the classes consist of thirty pupils, and as their gymnastic training is of a serious nature, for which they will regularly dress, provision is made so that the whole class can bathe after their work; the thirty showers are arranged in three ranks with separate control for each rank and separate mixers; three temperatures can therefore be provided, but the class, as a whole, will be bathed at the same time, taking probably not more than two or three minutes. On the Girls' Latin side the classes are fifty in number, and it is not expected that the classes as a whole will bathe after their ordinary calisthenics; twelve showers are provided for the use of those who are taking additional exercise or who are working in connection with athletic teams, and these are supplied and controlled separately. On the second floor are the gymnasiums for the two buildings, each gymnasium being approximately fifty-five by seventy feet. Rooms for the Directors of Physical Training are provided on the floor, and small galleries for spectators at the end of each gymnasium.

The occupation of these buildings during the present school year, together with the use for the first time of the new Charlestown High School, means that a good advance has been made in the task of giving Boston an adequate education plant.

Public Opinion Concerning Education

As Reflected in the Newspapers.

An Ornamental Office.

[New York Times.]

The Committee on Physical Welfare of School Children, headed by Mr. Charles C. Burlingham, formerly President of the Board of Education of this city, has reported on the causes of backwardness in studies of some 12,000,000 out of the 36,000,000 children now attending school thruout the country. The percentages of physical defects, more or less serious, in 1,400 children of the city's public schools, whose records were taken at random from the card catalogs, form the basis of this estimate:

There must be 1,400,000 ill-nourished children, 5,615,000 with enlarged glands, and 6,925,000 with defective breathing in the United States. In New York City the estimated figures are: Malnutrition, 48,000; enlarged glands, 187,000, and defective breathing, 230,800—a total of 465,800.

"The defects indicated," the report continues, "are easily remedied, and many could be prevented by proper care."

Yet when the budget of \$31,641,324 was approved recently by the Executive Committee of the Board of Education, Mr. George Freifeld, objecting to the proposed increase of salary from \$4,000 to \$5,000 for Dr. Luther H. Gulick, Director of Physical Training, was not silenced by Superintendent Maxwell's remark that Boston had offered Dr. Gulick more money. "Physical training is an ornamental office," said Mr. Freifeld, "and Dr. Gulick has got a lot of reputation out of it. If Boston wants him so badly, let Boston have him."

Mr. Stratton D. Brooks, Superintendent of Public Schools of Boston, is not of this opinion, any more than is Superintendent Maxwell. In a dispatch to our neighbor the *Herald* yesterday, Mr. Brooks is quoted as saying:

I recently estimated that the city of Boston has been annually spending about \$100,000 on pupils who, because of physical defects, did not derive full benefits from the work. I recommended that such a sum would better be spent on a department which would try to eradicate physical troubles.

That is what this city is doing. Mr. Freifeld's pennywise philosophy does not contain the sensible notion that instruction spent upon those who, having eyes, see not, and having ears, hear not, is a gross waste of public funds. The cure by preventive methods of atypical children in our schools goes on apace under the efficient direction of the city's medical staff. From time to time reports are printed giving solid data of physical, moral, and, notably, mental benefit as evinced in the improved scholarship of pupils treated for the common ailments of school children. The city can well afford to avail itself of the comprehensive and economical plans outlined in this report by the Welfare Commission.

An Obvious Conclusion.

[Attleboro (Mass.) Sun.]

If one in three of the school children in the United States are behind in their studies because of physical defects, as New York educators estimate, it is high time that the States do more than provide merely means of education. The outcry that followed Superintendent Maxwell's suggestion to provide eye-glasses for New York school children afflicted with defective sight showed that the public was

prone to believe this suggested paternalism too close to the socialistic doctrine, but what other remedy than paternalism is there if one in three, or even fewer children are physically unable to grasp the educational opportunities held out to them? It may be radical, but it is a common-sense conclusion. The remedy for the condition has already been mapped out by experts, and the remedy should be applied at once.

That Kill-Joy Speech.

[Pittsburg Press.]

The teapot tempest which has been raised over the alleged affront put on Senator LaFollette at the county teachers' institute in this city on Thursday afternoon looks as if there were really no matters of moment to be discussed by the country. It was a partisan speech, and an offensively partisan speech which Mr. LaFollette delivered, and he showed as little sense or good taste in talking partisanship at an institute of public school teachers as he would have done in launching out in a bitter attack upon some religious denomination. The occasion was one upon which a really intelligent speaker, let his personal convictions be what they might, would have avoided either sectarianism or partisanship. LaFollette is neither so much more honest than American citizens generally nor so much more patriotic that he has any special right to violate this good old-fashioned American rule, which the majority of public speakers respect, and which the mass of the people endorse heartily. Nevertheless, it was not until the Wisconsin statesman had trespassed on the time at which the hall was to have been vacated that Superintendent Hamilton "pulled his coat tails," so to speak.

And the superintendent is admitted to have performed this wholesome operation with all possible decorum, moreover; for he has at least hitherto been a warm admirer of the Wisconsin wonder, and invited him to deliver the address knowing well its general character, but not suspecting that it would last four hours. It is really shameful that anybody should be subjected to so much abuse without cause as the county superintendent, a capable and thoroly democratic public servant, has been subjected to over this "incident." What he did was no more than President Roosevelt would have done had he been presiding in his place, except that the President would have made his protest much more to the point. The people who are denouncing Mr. Hamilton were not at the lecture. It would be poetic justice if they were compelled to attend the next time LaFollette is in town and sit the thing out.

Begin This Work.

[Pittsburg Post.]

The children who, for the last six or seven weeks, have been enjoying the privileges afforded them in the playgrounds and vacation schools should not be deprived of them for the next ten months. Not only the public playgrounds should be open to them all the time, but the school-yards also. Further than that, the school-rooms should be open in the evenings under proper restrictions, and instruction and entertainment similar to, but even more practical than that given in the vacation schools and summer playgrounds should be given

in them. There ought to be lectures, especially illustrated ones, and musical and other entertainments provided during the winter months for the children in the public school buildings. Rooms where they could study and read and play harmless games should also be opened in the buildings during the evenings. New York and other cities have done this for their school children, and there is absolutely no good reason why Pittsburg should not now begin this work.

School Day.

[New York Globe.]

This is the day when the children of New York refute the statement of the dyspeptic Jaques concerning the whining school boy creeping like a snail unwillingly to school. It may have been true in Shakespeare's day, but there has been a change. Most of the 1,220,000 feet that are moving to-day are light and step quickly. The boys and girls are glad to be back—come in with smiles rather than tears. Our boasted educational system may not in all things be an improvement over that of the past, but to the young it is no longer a horror.

If the preliminary estimates are correct, 610,000 school children will register before the week is over—25,000 more than last year. But at last the erection of new buildings is outrunning the supply of new children—the part-time pupils will number but 50,000, against 67,000 on May 30 last. And the fight to provide every pupil a full-time seat goes on with all the energy possible with our lumbering system of government. Vigorous has been the building since the schools were neglected in Van Wyck's time, yet the school board this year is asking \$31,000,000 for further construction.

Each boy and girl who goes thru the fourteen years of the public schools represents an investment of \$500 by the taxpayers. The expected dividend on this investment is good Americanism. It is the overwhelming judgment that the investment pays. The school expenditure annually increases, the public, that grumbles over the school taxes, meets the bills with never-failing cheerfulness.

Ailments of School Pupils.

[Baltimore Sun.]

Reports from many of the large cities of the country, compared with those of this city, show that Baltimore has about the same number of children behind in their grades in school, the result of physical weakness, as any of them, except New York, which has more.

In New York the medical examination of the schools there disclosed the fact that one-third of the total number of pupils were behind in their grades because of bad breathing, poor nourishing, and poor vision. According to an estimate of the figures which the local Health Department has on hand, about one-fifth of the pupils here so far examined have ailments which would make them "backward" in school.

The result of five months of examination of this and last year, in fifty schools, and embracing 26,705 children, showed the number afflicted as follows:

From diseases of—		
The ear.	174	Skin. 232
The eye.	1,774	Throat. 2,743
The hair and scalp.	2,599	General. 398
The mouth.	389	Deformities. 9
The nose.	889	
Nerves.	52	Total. 8,241

The examination of the school pupils will be continued, and the results are hoped to exceed even the

wonderful work of last year. The only way to better the conditions, which show startlingly in the foregoing table, is to have the tenement houses of the city better attended to and the housing conditions generally bettered.

Consolidation of Schools.

[The Interstate Schoolman, Kansas.]

In one of the daily papers of Kansas, State Superintendent Fairchild is reported as saying, "The average age of the teachers in rural communities is lessening year by year in Kansas until in some places it is literally true that children are teaching children." Mr. Fairchild is reported in the same article as having determined to make a vigorous campaign this fall, from county to county, and hold meetings to urge upon the people of the rural communities the consolidation of schools.

This effort of Superintendent Fairchild's will be the first attempt at a thoro, systematic campaign in favor of consolidation. It is really a campaign looking toward furnishing to the boys and girls of country schools a chance equal to that already enjoyed by the boys and girls who live in towns and cities.

The Real Cause of Waste.

After many years of careful, sympathetic observation I conclude that the nervous strain, the feverish rush, and the soul-killing anxiety supposed to result from crowded curriculum and large classes is in reality largely due to a lack of knowledge of the science and skill in the art of teaching—to a lack of that refinement of technique which enables the artist to sketch in a moment that upon which a tyro would for hours vainly struggle. Violations of the laws of mental development and crude class administration lead to losses of time and effort which would not be tolerated in a properly managed business—losses resulting from: poor grading; poor grouping; awkward distribution of material; teaching form divorced from thought; teaching unrelated ideas; waiting for slow pupils; combating wrong habits resulting from poor initial teaching. These and other sources of subtle waste exhaust the energy of the average teacher and leave her overwhelmed, discouraged, while twice the work required of the grade is done with ease and pleasure by the teacher who can either instinctively or reflectively apply to every phase of her problem the principal of economy.

A strong belief that much of our work can be raised to the plane of an art is sustained by constant evidence of the sincere devotion of our teachers, a growing spirit of inquiry, a stronger tendency toward friendly rivalry, and the generous desire to share as widely as possible all that is good.

Newark, N. J.

MARGARET McCLOSKEY,
General Supervisor.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 37th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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American Ideal of the Kindergarten. II.

By MARGARET E. SCHALLENBERGER, Principal of Training Department, Normal School, San José, Cal.

How is the kindergarten child differentiated from children of a larger growth?

The most noticeable trait, apparent to even the casual observer, is physical activity. The kindergarten child is predominantly active as compared with others. He likes movement for its own sake, and truly the granting of opportunity of movement for its own sake would be a boon to many a child. The wise kindergartner utilizes this natural motive for motion, and makes of it a motive for work involving motion. She realizes that this movement ought to be self-directed to a great extent, that it must call for the exercise of the power of choice, that it must lead to production of some kind, that in its progress it must not interfere with the rights of others, that it must be of such a nature, and continue for such a time as to further healthy, normal, physical development.

Games, then, are not played for mere amusement, songs are not sung for entertainment. Hand-work is not provided merely to keep the child busy, nor, on the other hand, for the finished production which may follow. Pictures are not drawn to serve as specimens of childish art. The work, in the mind of the kindergartner, to be wrought, is real work, work that carries with it power and dignity, work that is enjoyed, and the motive she finds in the child in irrepressible movement.

But this tendency to irrepressible movement is not confined to the physical nature of the child. His mind, like ours, is in a constant flux. The mind of the young child, however, is in a special or unique state, that of passive attention. If he be a normal human being of four or five years, he must attend to the sights, sounds, and other stimuli offered by the outside world. He is more of an animal than he will be later. The animal who refuses thus to attend, fails to survive. The child who is unable thus to attend is abnormal, unfit. Yet these brief periods are at the same time periods of interest, and if the proper stimuli be provided, are periods of great and valuable mental growth. The motive for work in this case is simply an overpowering tendency to be constantly in a peculiar state of mental activity. The work is the change that goes on in the child's mental complex during these rapidly passing periods under the influence of carefully directed stimuli. The motive for work, then, is irrepressible movement, but mental movement.

Much that this new and strange world brings to the child, he is not ready to receive. It bears no content, carries with it no meaning, but there are certain tendencies, either natural or easily and early acquired, that almost never fail to appeal to him. Among these is the inclination to collect things, a form of activity both mental and physical. Given the proper stimulus, *i. e.*, the one that appeals to the child as an individual, and this tendency to collect may result in work of huge proportions. If the tendency be merely the collection of any objects whatsoever, simply the gathering together of material, then it is the kindergartner's duty to provide material of educative value or to lead the child to find it for himself. The child thus directed becomes a changed being simply thru the utilization of his motive for work, which was a crude, uncultivated restlessness, forcing him to act in a certain ill-defined, but positive way.

Lacking almost entirely the knowledge and content of words, it is no wonder that the child ideas are largely composed of symbols of a different kind. They seek for expression of their ideas, however, quite as eagerly as do children of a larger growth, but more emphatically than they in the

form of dramatization. It is only thru the bodily actions of others that they are fully able to understand them. It is only thru their bodies that they can make themselves clearly understood. The same sort of irrepressible energy that impels them merely to move, impels them frequently to move in living pictures. Life is a medley of disconnected incidents. The desire to set forth the incidents experienced is self-forceful. Surely it is not necessary to point out how eagerly the kindergartner seizes upon this tendency to accomplish work.

The child in the kindergarten who has been permitted to work with ideas in this way knows far better how to work with them in a more abstract form when he is ready to step forth into the larger world of word ideas. Who shall say which form of work is the more valuable in bringing about desirable change? In fact, the change wrought in a child's mental and ethical nature by work done in wisely selected drama, can hardly be estimated, and its value can hardly be over-estimated.

Again, we find the motive for work emanating from the child himself. Not only is the kindergarten child interested in his own action and that of his fellows, but all that moves holds him a willing captive. He unconsciously stretches forth his hands to the flying bird, imitates the motion of the running horse, or follows to its hiding place the shy rabbit. It is not that he wishes to attend; he must attend. And so the kindergarten is filled with live animals, the living conditions of which are as nearly as possible like those of their free brothers, or, better still, the children and animals live together in a veritable out-of-door kindergarten—permissible in many parts of our country, and are taken frequently from their own little garden out into the larger one of the adjoining bit of world.

Who can ever hope to trace the changes in brain-cell patterns that must result? The motive supplied by the child himself, intense active interest in living, moving animals, the kindergartner obtains in addition to actual knowledge of animal life, increased sympathy, respect, pity, tenderness, love for, and actual care of animals, involving various forms of mental and physical work. The motive for work was once more child-born.

Sometimes two tendencies, two motives of action, or work of opposite types are made to co-operate admirably. There is in all animals—and the human being is no exception—the instinct for self-preservation, expressing itself often in young children in a kind of aggressive self-defense exercised without necessary provocation. We say the child likes to fight. There is also prominent in most children the parental or protective trait, as shown in love and care of babies, dolls, animals, Teddy bears, etc. The desire to fight also can certainly be traced to this origin. The kindergartner simply directs the tendency into its proper channel. The kindergarten child who involuntarily flushes and clenches his small fists when he sees an animal cruelly hurt, or a weak or deformed child cruelly teased, is on the high-road to good citizenship. The world needs fighters of this sort, and the motive for this form of the world's work does not have to be artificially supplied.

It is the tendency to imitate that leads a child to wish to do what he finds others doing. This is, obviously, one of the most fruitful sources of education. The amount of hard work accomplished thru imitation among children is enormous. The kindergartner skilfully turns the motive for work of mere imitation into desire for co-operative work where imitation is more or less called into play.

Industrial Education in Europe. II.

[Report by a Committee of the Massachusetts Committee on Industrial Education.]

Switzerland.

The working of the Swiss schools was studied at Geneva, Berne, and Zurich, each of which had its own specialities to offer. In Geneva the Horological school occupies a foremost position. During the summer months the hours of instruction are from seven to six, and in the winter from eight to seven, with an hour and a half of freedom in the middle of the day. During the year only four weeks' vacation is allowed. Many workmen of extraordinary skill are developed by this school. One of the former students whose specialty was clock regulating, earned 25,000 francs a year, and others earn 8,000 to 10,000 francs.

The Technicum is one of the most important schools, and its position is between that of the apprentice school, which aims at turning out good, ordinary workmen, and the polytechnic school, which gives advanced instruction for the education of architects and engineers.

The Central School of Industrial Arts has been in existence since 1876. The cost of maintenance is 100,000 francs annually; of this, 76,000 francs is paid by the city, and the remainder by the confederation. Pupils pay an entrance fee of five francs, but there are no other charges.

The Apprentice school in Berne has four departments, which offer instruction in the trades of machinists, cabinet-making, locksmithing, and tin-smithing. The expenses are borne by the city, the Canton of Berne, the Swiss Federation, and the sale of the products of the school. Tuition is free to Swiss pupils, who must be over fifteen years of age and possess an elementary school education.

In Zurich the expense of the present system is divided as follows: The canton contributes 40,000 francs, and the Federal Government from 80,000 to 100,000 francs.

In Switzerland an ordinary day laborer receives three francs a day, a tinsmith three and a half francs, and a machinist ordinarily five francs, and in some cases eight or nine francs. In general, the Swiss workmen receive more than those in France or Germany, the average pay being thirty-one and a half francs a week.

By the new law for apprentice instruction, which was voted on by the voters of the whole country, all apprentices in Switzerland will be obliged to attend their department schools.

That there is at present no uniform system of industrial education thruout Switzerland is due to the lack of means, and not to the lack of interest in the matter.

Germany.

The industrial schools of Germany are justly celebrated for their thoro, systematic and comprehensive instruction. They cover the whole educational period; there are the lower industrial schools, which connect directly with the common schools, and thus become continuation schools and give training to workmen; the higher industrial schools which correspond to our technical colleges and produce the leading technologists; and the middle industrial schools for pupils who have gone thru the lower industrial schools, but who desire to shorten the period of higher education, altho they wish to prepare themselves to become upper foremen or assistant superintendents.

As a usual thing, the instruction in the lower schools is given in the evening and on Sundays; but there is a general movement toward carrying on all this instruction in the daytime, as is now

chiefly done in the city of Munich, where these schools are found in their greatest perfection. In fact, it is with surprise that the foreign inquirer views the elaborate preparations made by this city for its youthful learners of trades. It is by a combination of the financial resources of the city, the trade guilds, and the central Government, that the great expense of these schools is met. But their importance is fully realized. Attendance upon these schools is compulsory for apprentices. In the lower industrial schools of Munich instruction in about forty different trades is provided. It was noted that in many of these schools the instruction is still too theoretical.

In Germany, as in the other European countries, the State takes the liveliest interest in the encouragement of local industries. In one of the Munich technical schools, whose building cost half a million marks, the annual expense of maintenance is 80,000 marks, of which the State contributes one-half and the city the other half. In another of the Munich schools, where there are some 1,800 pupils, with a teaching staff of 100, the equipment is most complete; in the printing department, for instance, 28,000 marks were expended on machinery alone.

Of the special industrial schools in Germany, those devoted to textile industries are among the most interesting; and here again was found a lower school for the training of workmen and a higher school for the development of superintendents and specializing experts.

Berlin is, with its great school of arts and industrial art museums, without question, the great center of industrial art in Germany. These institutions offer both day and evening instruction, and the classes are well attended, the total number of pupils running well up into the hundreds.

It has been distinctly recognized in Germany that there must be a proper blending of purely educational and purely industrial forces in order to produce the desired effects in industrial education; nevertheless, in this combination it has been the industrial force which has had the administrative duties to perform, and the purely educational force has been active chiefly in an advisory capacity.

Thus we find that Germany is giving the same careful consideration to its industrial schools that it has given to its common schools, which have brought about such splendid results.

Belgium.

In Belgium industrial education is taken most seriously; but those who have it in charge deplore the fettering which they experience, due to established traditions. In Brussels the industrial school work is largely confined to evening instructions; but in the day industrial schools the hours of instruction are usually from 8:30 to 12, and from 1:30 to 4. School keeps six days in the week, and only fifteen days in the year are granted for holidays. While some of the Belgium schools are free, in others rather high tuition is charged.

The Belgium school for training pupils professionally in the machinist's trade, offers a course of three years. In the first year all pupils take the same general course, but after that each specializes in some branch of machinist's work. Many of the former pupils of the school now occupy prominent positions. The expenses of the school are paid by the city, the province, and the State. None of the products of the school are sold in the open market. This school is but typical of others found in the large cities of Belgium. In these various schools

a specialty is made of teaching the local industries. The industrial school for girls in Brussels is, in many respects, one of the most markedly successful schools visited by the committee. Not only was there a great variety of industries represented, but the instruction in each was unusually complete. The pupils possessed an air of intelligence which betokened keen interest in their work, and the high degree of success with which their studies had been pursued. Girls enter this school at the age of twelve or thereabouts, and remain four or five years. General studies, the conduct and management of a household, and special trades, such as dressmaking, millinery, and cooking, or commercial training, form the order of instruction. The fees of this school are 100 francs a year. The whole school plan is to educate the girls so that they may perform their duties equally well as wives or workmen. A second school of this type is found in Brussels, and others in various parts of Belgium.

The professional school of carpentry in Brussels, which has been in operation for only three years, offers a course of four years, the first year being devoted to general studies. It aims to turn out a good workman at the end of the course, at about the age of eighteen years, instead of forcing the youth to go thru the long apprenticeship at present customary. A visiting syndicate of carpenters, composed of members from various parts of the country, recently visited the school, and after inspecting the work expressed their approval of the institution. This school is maintained by appropriations from the city and the State. One of the features of this school is the close relationship which it establishes with the parents of the pupils.

Scotland.

In Scotland the two representative institutions devoted to industrial education are the Heriot-Watt College at Edinburgh, and the Glasgow and West of Scotland Technical College at Glasgow. The work of the former school embraces day, evening, and summer courses along the lines of applied education.

Edinburgh possesses a museum in which there is a wonderful collection of mechanical models, which not only illustrate the mechanical construction of the machines, but also show the movements of their parts when put in operation by the observer by simply pressing a button.

The Glasgow and West of Scotland Technical College at Glasgow is housed in a new building of imposing proportions. Originating as long ago as 1796 as Anderson's College, it owes its existence to John Anderson, professor of natural philosophy in the University of Glasgow, who was in the habit of visiting the local works and thus becoming acquainted at first hand with the trade industries of Glasgow and the men who carried them on and did the work. In 1886 this college was united with other local institutions to form the great school which is now conducted under the present name. It was the declared object of the school "to afford suitable education to those who wished to qualify themselves for following an industrial profession or trade." The expressed purpose of this school is not to supersede the ordinary apprenticeship, but rather to supplement it.

There has been spent on the building nearly a million dollars, and an additional expenditure of \$350,000 is planned for. The equipment has cost \$125,000, and an additional \$150,000 is deemed necessary to place the instruction on the desired basis.

The total attendance on the school is about 6,000 students, three-fourths of whom are evening pupils. It should be distinctly noted that about seventy per cent. of the day students and eighty per cent. of the evening students are over twenty years of age. The day students come from all parts of the British Islands and the Colonies, while practically

all the important works within twenty-five miles of Glasgow are represented in the evening classes.

Ireland.

Few persons outside of Ireland are aware of the extensive provision made for industrial education in Ireland. This matter is considered of such importance that a sum of no less than a million dollars is spent annually in this island for this object, and this with a population not very much larger than that of Massachusetts. Of this sum \$250,000 is contributed by local authorities and the remainder by the Council of Agriculture.

It is significant that the work of giving industrial training in Ireland is in charge of a department bearing the title "Department of Agriculture and Technical Instruction for Ireland," thus placing agriculture and the handicrafts on the same plane. This department is of recent creation, and the impulse given by it to science and technical instruction may be realized when it is stated that in 1900 but six secondary schools possessed laboratories, while in 1907, 265 of these schools are equipped with these important adjuncts.

An elaborate scheme has been prepared for the technical training of all classes which desire to pursue some special trade or handicraft calling, and schools appropriate to their needs have been established. The larger cities have established technical institutes on a most elaborate scale in which various trade and academic courses are offered. Prominent among these schools are the Municipal Technical Institute at Dublin, Cork, and at Belfast. These schools are housed in magnificent buildings and possess thoro equipment for trade instruction.

There are 800 boys attending the Dublin Industrial school. They have been sent there by the courts, not as a rule for criminal offenses, but on account of the inability or indisposition of the parents to properly support them. The school is in charge of the Christian Brothers, and the Government pays about seven shillings per week for the board and care of each boy. Pupils were found here ranging in age from six to sixteen years, they being discharged upon arriving at the latter age. The pupils of this school seemed happy and well nourished. It was learned that the boys in the majority of cases regretted leaving the school upon arriving at the age of fourteen, and that practically all the graduates were making a success of life.

A visit to Kilarney was particularly interesting, for here were found two schools of lace-making, each conducted at a convent. Girls are taken at from twelve to sixteen years of age, and are taught various branches of hand lace-making.

Two schools visited in Cork were of particular interest. The first was the Christian Brothers school. This is a large school, fully equal to the typical Massachusetts manual training schools. In the theoretical departments of this school it was observed that the walls of the rooms were lined with cases which contained exhibits showing the complete history of all the industries of Ireland, from the raw material to the finished product. On the whole, it was the finest museum seen by this committee in any school.

The committee visited an industrial school for girls corresponding in rank to the industrial school for boys, but on a much smaller scale. This school is in charge of the nuns of the convent.

A visit was made to the city of Belfast, where an interesting day was spent in the Belfast Technical school, which is housed in a fine building that was paid for by the city. This school is supported by the city with a subsidy from the national Government of about one-half the cost of maintenance. The school is equipped for the teaching of a large variety of trades, and attended by both day and evening classes; the laboratories are unusually fine.

News of the World

The sixteenth International Peace Congress was opened in Munich on September 9. Two hundred and fifty delegates were present, representing all the nations of the world.

The highest elevator service in the world is that at Burgenstock, a mountain near the Lake of Lucerne, where tourists are raised five hundred feet to the top of a vertical rock.

Up to December 31, 1906, the Panama Canal had cost the American Government \$84,449,000. The biggest item of this was \$50,000,000 to the French Company and the Panama Government for canal property, right of way, and franchises.

The fourth annual encampment of the United Spanish War Veterans of America adjourned on September 11. The meeting this year was at Cedar Point, Ohio. Next year it will be near Boston. Walter Scott Hale, of California, was elected commander-in-chief.

The State Bank of Morocco has decided to advance \$200,000 to the Sultan Abd-el-Aziz, so that he can leave Fez for the coast. The first instalment has been sent him.

In two years the Missouri River has destroyed 60,000 acres of farm land, as Walter Williams figures it. The average Missouri farm contains 120 acres. That means that each year fifty Missouri farms are tumbled over into the muddy water for want of adequate protection. Nor is this cheap land. It sells at an average price of \$100 an acre, even with the menace of the river hanging over it.

The Secretary of the United States Treasury has authorized the Grand Army of the Republic of New York City to raise the flag for the first time over the new Custom House in Bowling Green. September 23 has been selected as the date for the ceremony. This is the anniversary of the first naval victory under the American flag, September 23, 1779.

Farmers who are planting locust trees declare that there is no more profitable way of utilizing cheap land. They figure it this way: Two thousand four hundred trees can be planted to an acre; in eight years these trees will be large enough to cut for fence posts and each tree will yield two posts. At retail these posts will be worth twenty-five cents each, or fifty cents a tree. That means at retail a crop worth \$1,200 an acre at the end of eight years, or an average of \$150 an acre a year.

The victorious rifle team that won the Palma Trophy at Ottawa on September 7, against the best shots of England, Australia, and Canada, visited President Roosevelt at Oyster Bay on September 9. The riflemen were seventeen in number. They were introduced to the President by Gen. James A. Drain, President of the National Rifle Association of America. Mr. Roosevelt personally complimented Colonel Thurston, the captain of the American team, upon the showing made by the men. He signalled out for praise Sergeant Bryant, New York Infantry, and Major Winder, of the Ohio National Guard, for their remarkable scores of 319 each. These scores excel any other individual scores made in competition. The Governor-General of Canada received the following cablegram from King Edward on September 8. "Please offer my congratulations to United States team on winning Palma Trophy with such a record score"

Every warship carries a big outfit of flags. There are flags for fleet communication and for ceremonial and official occasions. In all, the outfit consists of about 250 different flags, and the cost of these is \$2,500. Each ship is entitled to a new flag equipment every three years. A flagship often requires a new set of signal flags in about a year. It takes a good deal of time and labor to finish certain of these flags. The President's flag occupies one woman nearly a whole month to make it. The devices all have to be hand sewed. The foreign flags are the most difficult to make. Every battleship carries forty-three of these, twenty-five feet by thirteen feet wide.

A New Governor at Odessa.

General Novitsky assumed office as Prefect of Odessa on September 11. He at once issued a proclamation threatening to prosecute to the full extent of the law all persons who attacked Jews or other members of the community. This warning is said to have been given under direct instructions from the Czar.

Meeting of Trade Unions.

The Trade Unions Congress met at Bath, England, on September 3. Over five hundred delegates were present. Between thirty and forty members of Parliament are delegates. All sections of the working world are represented.

There is determined effort on the part of the leaders to establish a basis upon which all factions can unite for systematic political campaigning.

At the Hague.

The Italian and Argentine delegations to the Peace Conference have been empowered by their governments to conclude an arbitration treaty. It will be signed with great solemnity in the Hall of Knights. The two countries selected Queen Wilhelmina as their arbitrator in interpreting the wording of the treaty in case of a difference of opinion. Her Majesty willingly accepted the task.

Wellman Postpones Trip to the Pole.

Captain Isachen, in command of the Norwegian Arctic Expedition, reached Tromsø on September 9. He says that Walter Wellman and his party of the Chicago *Record-Herald* Expedition, will probably return to Tromsø at the end of September. They will abandon for this year their plans for reaching the pole in an airship.

G. A. R. Parade.

The Grand Army of the Republic held its annual parade at Saratoga on September 11. It was its forty-first parade in memory of the bitter days of war.

Ten thousand gray-haired veterans braved a driving storm to march once more beneath the old battle flags. They plodded on for an hour or more between lines of cheering people. The parade was reviewed by Governor Hughes. He was deeply impressed by the spirit of the veterans, who insisted on marching thru the pouring rain with a dash and display of grit marvelous for men of their years. Expressing his feelings after the parade, the Governor said:

"It was one of the most inspiring and in some ways most pathetic things I ever witnessed. To see those men marching on thru that driving rain with the pluck and enthusiasm of forty years ago was to realize the sort of stuff our people are made of. It thrilled everyone that witnessed it."

Peace Plans Discussed.

Representatives of the five Central American Republics met in Washington on September 11. It was a preliminary meeting for the purpose of carrying out the suggestion of the United States and Mexico for a permanent peace understanding.

Practical agreements on the main points and general good-will marked the meeting.

Secretary Straus Returns.

Secretary Straus is back in Washington after an interesting trip to the Pacific Coast, including the Hawaiian Islands.

He made several notable addresses at Honolulu. One was at a banquet in his honor, given by Mr. Hatch. Another was at a dinner given him by the Honolulu Chamber of Commerce. In both he touched upon the policy of the Government in relation to the Islands.

An interesting dinner was given Secretary Straus by W. R. Castle, who was graduated with him from Columbia University in the law class of '73. The guests included the leading educators of the islands. In their speeches they described the public school system of Hawaii and the progress made by its educational institutions.

Rebuilding Kingston, Jamaica.

The British Government has offered the colonial government of Jamaica a loan of \$3,873,000, to be secured by the revenues of the colony. This money is to be used in rebuilding Kingston, which not long ago was partially destroyed by a severe earthquake. \$973,000 is to be distributed among sufferers from the earthquake. The American Consul at Kingston has pointed out that American dealers in lumber, iron, steel, cement, and other building materials should make a vigorous effort to secure their share of the trade.

Race Across the Atlantic.

The new transatlantic steamer *Lusitania*, of the Cunard Line, set forth on its speed test trip from Daunt Rock Lightship, Queenstown, at about noon on September 8. The *Lucania* had preceded her by thirty-five minutes. Both vessels were delayed by fog at the start.

Congo Lands Transferred.

King Leopold of Belgium made an important move in Congo affairs on September 8. He turned over the "domain of the Crown" in the Congo Independent State to a joint stock company. This is the most important section of the Congo. It is ten times larger than Belgium and was to have reverted to Belgium with annexation. The decree announcing the transfer caused a sensation. It is feared that it may endanger the success of the commission recently appointed by King Leopold to negotiate a treaty annexing the Congo Independent State to Belgium.

Morocco Still Agitated.

Premier Clemenceau of France announced on September 8 that no action would be taken in installing police in Moroccan ports until order was restored at Casablanca. It is rumored that France has proposed to Spain to send a Franco-Spanish army of 50,000 men to occupy the Moroccan ports and to go as far as Fez if necessary. Many peaceful Arabs are anxious to return to Casablanca. They are prevented by the warring tribesmen. These have strong cordons of sentinels posted, with instructions to kill all persons who attempt to pass them.

Modus Vivendi with Newfoundland.

The *modus vivendi* to regulate American fishing in the treaty waters of Newfoundland was arranged in London on September 7. Ambassador Reid and the British Secretary of State for Foreign Affairs were the principals who brought the matter to a conclusion. The agreement practically renews for this season the *modus vivendi* of last year. Future modifications are to be considered in a friendly spirit by the two governments. Professor Alexander has sailed for Newfoundland on the revenue cutter *Gresham*. He has been ordered to instruct American fishermen up there as to their rights and privileges in American waters.

To Establish Colonies on Panama Canal.

The Canal Commission is considering a plan by which European laborers on the Isthmus of Panama may bring their families to that place. Settlements may be established near the work on the Canal. Here cheap houses may be built on small tracts of land.

It is believed that to colonize these people will give a steady supply of the best labor available for the Canal work. It will also result in clearing and improving the land belonging to the Commission on the Canal Zone.

Race Difficulties at Vancouver.

There is fear of more anti-Asiatic rioting at Vancouver, B. C. The Chinese and Japanese have provided themselves with firearms and ammunition. They say that they intend to defend their lives and property. The police ordered the proprietors of gun shops not to sell weapons to anyone until the danger of an outbreak had passed. Hundreds of Chinese and Japanese domestic servants are employed at Vancouver. These were forced to stop work and act as part of the defensive guard. Two hundred special policemen were sworn in on September 9. The oriental quarter was badly damaged by the riots of Saturday. All the windows of fifty or more stores and other business buildings were broken. Valuable stocks of goods were badly damaged. The Japanese Consul at Vancouver and M. Ishii, Director of Commerce and Trade of the Japanese Foreign Office, have communicated the facts to the Japanese Government at Tokio. An apology and an indemnity will be demanded from the Canadian Government.

The cause of the outbreaks is the Asiatic invasion of the British Northwest. Shortly after the Russian-Japanese War a heavy influx of Japanese into Canada began. This immigration increased until it threatened the labor situation. Asiatic exclusion leagues were organized. A demand was made for a law regulating the Asiatic immigration. The labor supply for the salmon fisheries and canneries of the British Northwest has become largely Japanese. They have displaced the white and Indian labor formerly employed. They have also spread to the lumber camps and the farms and the mines. They are turning their attention to the shipping industry in British Columbian waters. Japanese companies and individuals are said to own a number of vessels. From time to time labor organizations formed to combat Asiatic immigration have complained to the Dominion Government. All efforts to secure legislative action have failed. The Colonial Government did not care to embarrass the home government's foreign policy. M. Ishii, Director of the Commercial Bureau of the Japanese Foreign Office, came to this country to investigate the anti-Japanese demonstration in San Francisco. His mission was also to make a thoro study of the Japanese question in Canada.

Recovery by Transfusion of Blood.

Mrs. Tirzah Hamlen Chapman, a Brooklyn singer, is recovering from a serious illness. Mrs. Chapman became ill a few weeks ago, and a slight operation was found to be necessary. Blood-poisoning resulted, and her physician became convinced that the only way to save her life was by transfusion of blood.

Mrs. Chapman's husband immediately volunteered. An incision was made in his arm, and a like incision in that of Mrs. Chapman. Two veins were opened, and the blood was transferred from Mr. Chapman's arm to that of his wife.

The second time blood was needed, a friend of Mrs. Chapman's submitted to the operation. Many friends have offered their assistance if more is needed.

New Designs for Our Coins.

The American Numismatic Society recently sent resolutions to President Roosevelt, suggesting action by the Government with regard to improved designs for coins. The society has received favorable reports from the President, and also from the Director of the Mint, in Washington.

The society suggested that Congress appropriate \$10,000 to be offered as prizes for the best designs for various coins submitted by American artists. It also suggested that the Mint strike a bronze medal each year with a design commemorating the chief historical event of the year. This could be sold to visitors at the Mint.

The United States Government has accepted the designs by St. Gaudens, for the new gold eagle and double eagle.

The Industrial Revolution in Japan.

Baron Kiyoura, ex-Minister of the Department of Commerce and Agriculture, points out in a recent article that Japan has shown her economic strength in the fact that she was able to meet the heavy military expenses incurred during the late war. The effect of the Russian Japanese War was to place Japan in a position to participate henceforth in international activities. Her foreign trade has been steadily increasing, and seems likely to expand into enormous proportions.

Baron Kiyoura emphasizes the immediate needs of his country, the practical improvement of means and methods in mechanical and industrial directions. Also the establishment of permanent exhibition abroad of Japanese goods. He says that Japanese mattings, straw braids, and glass, should be manufactured on a much larger scale. The forests, marine products, and iron foundries call for development. The system of transportation and communication needs perfecting. The imperfect harbor accommodations of Yokohama and Kobe have long seriously hampered trade. Baron Kiyoura says that Japan has been unable to meet the demands for her wares owing to the imperfect state of her industrial development. As a measure toward this he advocates combination among manufacturers. The adjustment of public loans, both domestic and foreign, is also of dire necessity in promoting the industries.

Foreign Trade of Chile.

The foreign trade of Chile is increasing rapidly. In 1906 the foreign commerce amounted to \$191,827,396, United States gold. \$86,154,961 of this was for imports and \$105,672,435 for exports, giving a balance of \$19,517,474 in favor of Chile. The United States portion of the trade is growing more rapidly than that of any other country.

Great American Theater.

Plans for New York's new theater, which is to be erected as a school and theater for the development and production of the American drama, and which is to cost \$1,700,000, have been announced.

The structure will be of light-colored decorative stone of Italian renaissance design, and will be seven stories high in its main part, with an eleven-story extension in the rear. There will be two galleries in addition to the parquet and, exclusive of the boxes, the auditorium will have a seating capacity of 2,500. The boxes are to be arranged in the rear for special decorative effect, and forty-six of them are to be reserved as the personal property of the forty-six founders. The theater will have a great colonnade front facing Central Park. There will be five entrances opening upon a vestibule, with two grand staircases leading to a second-story foyer, as in the continental opera houses.

The theater is to be supplemented by a special dramatic and musical school, with its separate concert hall and stage, and a dozen school-rooms. A palm garden will occupy the roof over the auditorium.

First Ostrich Hatched in England.

Visions of a new British industry have been inspired by the birth of the first ostrich ever hatched in England. The bird was hatched in an incubator at the Crystal Palace, the authorities of which are awaiting the fate of six other eggs.

Ostrich farms have become numerous in France, but efforts to achieve success in England, up to the present, have been failures.

Telephotography in Germany.

Consul Thomas H. Norton, of Chemnitz, reports as follows concerning the German development of telephotography:

Much attention is now paid in Germany to the remarkable measure of success which has attended the installation of Professor Korn's invention for the transmission by wire of photographic reproductions over long-distances. His latest experiments show that nearly as satisfactory results are secured by making use of ordinary telephone wires as on lines specially constructed for the purpose. The only difficulty encountered on telephone wires results from calls on adjoining wires. These cause the formation of zigzag lines on the reproduced picture at the receiving station, which are easily corrected by retouching. Alterations in current intensity by ringing on or ringing off, as well as during conversations over adjoining wires, are without effect. It is further shown that the wire employed for photographic reproduction can simultaneously be utilized for telephonic conversation.

The advantages thereby accruing, to journalists more particularly, are self-evident. In these days when so many newspapers have private wires or lease a wire to a distant city for a certain time during the night, a correspondent can telephone his dispatches and at the same time transmit the desired illustrative material. The first journal to utilize the new invention is the Copenhagen daily *Politiken*, which has ordered a complete installation for telephonic and telephotographic communication with its Berlin office.

A strong and increasing demand for American oak and pitch-pine lumber prevails in Belgium, writes Vice-Consul J. A. Van Hee, of Ghent, and cargoes from the United States are being shipped direct to that port.

Boston's New Museum of Fine Arts. II.

The architectural motive of the main entrance is repeated in a simplified form in the advancing pavilions upon either side of the forecourt. The use of decorative columns at significant points of the façade is an expedient that happily solves the problem of a composition that is neither forbiddingly plain nor elaborately ornate. The exterior, as a whole, is decorous and reasonable, shows restraint and good taste, and illustrates to architects at least, a number of serious difficulties successfully overcome. With two stories of very moderate height, the main exhibition story averaging but twenty feet, it required no little ingenuity to counteract the effect of lowness of the mass due to the great extent of the building. This is accomplished by offsetting the long horizontal lines of the belt courses and of the cornice with the verticals of the numerous windows, high and not too broad, in either story. Again, the composition of the two stories expresses rightly and fully the relation of the upper, for galleries and public space only, to the lower, partly for compacter exhibition and partly for study, storage, and administration. Galleries, unless top-lighted, demand ample fenestration. The main exhibition story designed to be widely open might well have rested upon a massive basement pierced by small windows, if exterior effect had been allowed to overrule the requirements of good sense in the actual uses of the lower story. It was not easy to make the basement windows as numerous and as large as they need to be and still give the openings of the *bel etage* greater size and greater architectural importance. This has been done, however, by a slight advance, a quasi balcony, beneath each window-sill of the upper story and a simple but very effective window cap protecting a panel above each window. The subdivision of windows by metal mullions removes the fenestration into a scale beyond that of domestic architecture, and plainly significant of the purpose of the building.

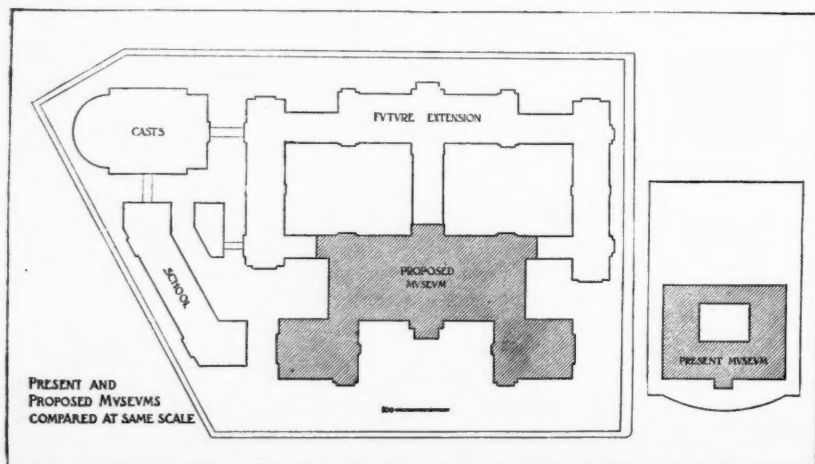
The material of the external walls is designed to be of the best. In Boston it would scarcely be acceptable to build the Museum even of armored concrete, which is so rapidly asserting itself over other permanent building material. The rear walls around the interior courts must needs be of brick, but the only admissible material for the principal front is cut granite.

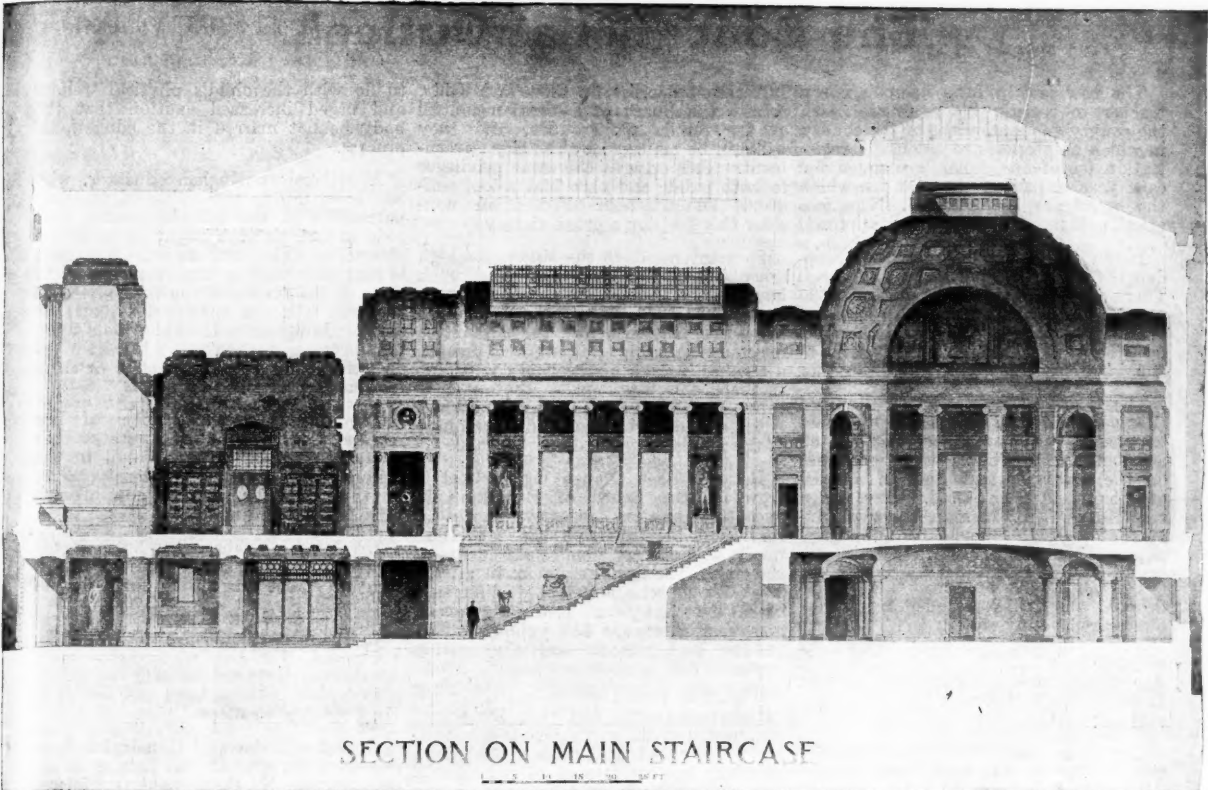
Within the entrance, beyond the bronze doors and the vestibules, there opens a broad stone staircase, bordered by colonnades and arched with a translucent vault. The staircase leads to an ample rotunda, the center or focus of the Museum that is

to be. The remaining portions of the building now to be constructed respond to current needs and suffice for but a moderate increase in the collections; but the entrance and stairs, the rotunda and the transverse suites opening from it (which at first will serve for picture galleries) necessarily relate not only to the building to be constructed immediately, but to its inevitable extensions east and west and north. Judging by the past, the Museum of the future may well prove to be as much larger a generation hence than the building now undertaken as this building is larger than the one dedicated thirty years ago. When the first building was dedicated, July 3, 1876, it had cost \$261,000, and contained six pictures, four tapestries, two marbles, a few bronzes, prints, and other objects, the property of the Museum, and a loan collection. Interest in the building increased the desire to know its contents. The public came, gifts and loans poured in, the façade on Copley Square was completed only three years after the building was opened, and the extensive additions around the court were made eleven years later. In each case the effort of the Trustees to provide proper housing for works of art was assisted by the public, and the works of art soon overcrowded the increased accommodation. This is the not uncertain future of the new building, of which the central portion is about to be undertaken. It may be safely assumed that this central portion will no sooner be occupied than a desire will arise for immediate and profitable extension.

Already the main masses and lines of the building will clearly express its division in plan into separate independent departments with a common approach and central lobby; and in elevation, as has been noted, into a main floor above and a subsidiary floor beneath, forming a unit in each department. But the completed building will still further emphasize the idea of a number of connected museums, each complete in itself. The plans for the extended Museum contemplate beyond the rotunda a Hall of Tapestries, top-lighted and with ample, unbroken wall spaces, flanked by corridors overlooking two vast open courts, each about an acre in extent. These courts will recall the secularized cloisters now used for museum purposes in many foreign cities; for instance, those of San Martino in Naples and of the *Thermae* in Rome. There will be gardens with fountains, lawns, flowers, shrubbery, walks, terraces, and seats at all times accessible to the public by stairways from the gallery floor. During the pleasant season of the year it is easy to imagine them one

of the greatest attractions of the Museum. To the north of these courts, beyond the Hall of Tapestries, is planned the eventual Department of Paintings, a circuit of rooms, large and small, some top-lighted, others side-lighted, spread east and west along the park front of the building. When this department shall be realized it will set free the temporary galleries, and these will then be used as an exhibition thoroughfare, leading east and west from the rotunda,—east toward a building for the Clas-





SECTION ON MAIN STAIRCASE

sical Department of the future, west toward another for the collections now grouped together under the title of Western Art, and consisting of objects produced in Europe or under European influence since classical times. Any one of these collections, including Mohammedan art and medieval and modern sculpture, carving, metal work, porcelain, embroidery, etc., may develop into a department by itself, and for such development the plans provide eventual structures that will complete the enclosures of the great courts. Finally, there may

be later constructed a semi-detached block close to the western end of the cross-thorofare, a block which will be exclusively for administration.

For the outlying portions of the lot toward the west are planned a basilica of casts and a building for the Museum school, to be connected by corridors with the Museum group and with one another. The School has always occupied attic and basement rooms in the present Museum, and its future building will be needed as soon as the Museum occupies the new premises.

Industrial Education in Europe. II.

(Continued from page 250.)

It has been said by some that this education was forced upon Ireland by the British Government. Such is certainly not the case, because the initiative must be taken by the local authorities, who, after the appropriation of certain sums of money for the school, voted upon by the people of the locality, receive a subsidy from the Government.

In all countries visited, interviews were held with men conversant with labor interests, from whom it was learned that the industrial schools were looked upon with much favor by representatives of organized labor.

Holland.

In Amsterdam a visit was paid to the school for metal workers. This school will be classed as a pre-apprenticeship school, it not being claimed that a trade is taught completely. There are given courses in wood work, forging, and ornamental iron work and machine-shop practice; the pupils entering at about fourteen years of age, and remaining in the school two years, each pupil taking all the courses. One-half of the time is devoted to shop work, the other half to the theory of the various branches taught in the shops, and to drawing. The school is very thoro, and it is said that the graduates are taking leading positions in the various trades. It is believed by the principal of the school that this general foundation for apprenticeship is

invaluable to the pupils. It is hoped that later specialized work in the three trades will follow the general courses; this to occupy from one to two years.

For three years after graduation the pupils of this school are required to report to the school the names of their employers, the amount of wages received, and the character of the work performed. In this manner the officials of the school keep in touch with its former pupils.

The Forests of the Yalu.

The Governments of Korea and Japan have entered into an agreement for the purpose of opening up the valuable forests of the Yalu districts. The capital required is 1,200,000 yen. Of this sum each government is to contribute one-half.

Reports regarding the administration of the forests are to be made to both governments once a year.

Success of Submarine Signal Bell.

The vessels of Rear Admiral Evans' battleship fleet recently ran into a thick fog off Nantucket Shoals. The new submarine signal bell system had a severe test. Officers of the Naval War College who were on board the ships, said that it was a great success. The fleet speed was reduced. Altho the vessels could not see each other in the mist, the distances were maintained perfectly.

Scrofula, dyspepsia, rheumatism, kidney complaint, catarrh and general debility are cured by Hood's Sarsaparilla.

The Educational Outlook.

The new law in Iowa compels every teacher to register his certificate with the county superintendent of the county in which he proposes to teach. A registration fee of one dollar is charged for each year or part of the year for which the certificate is registered. The fees are all paid into the county institute fund.

Berlin University has the most students of any seat of learning in the world. There are 7,774 matriculated and 1,330 non-matriculated students. All the cities of Germany and every country in Europe, from Norway to Sicily, from Ireland to Russia, are represented in its class-rooms.

The Board of Education of Bradford (Penn.), decided to hold a reception and banquet for the new school teachers, on September 27. Fourteen speeches are on the program, including an address of welcome by Supt. E. E. Miller, and a response by C. H. Munson, the new principal of the high school. An abundance of good things for the new teachers!

The Grout Encampment and Farm School, which was attended by thirty-one picked young men of the Twentieth District, Illinois, and was taught by selected men from the Illinois College of Agriculture, was a magnificent success. It will be conducted next year on a more extensive scale.

The Dominion Educational Association at its recent convention, elected Alexander Robinson, Superintendent of Schools, Victoria, B. C., president; J. W. Robertson, principal Macdonald College, vice-president, and J. D. Buchanan, Normal School, Vancouver, general secretary. The next session will be held two years hence, at Victoria, B. C.

It must be comforting indeed to President Roosevelt that President Jordan, of Leland Stanford University, has taken sides with him and against his critics in the wordy war upon "Nature Fakirs." Some of these entertaining story tellers have become so used to "nature faking" children that they forget they sometimes have listeners who have grown up and—well, all tales are not necessarily true because pretty.

Prof. J. H. Woodruff demonstrated to the Marion County (Indiana) Teachers' Institute how small and imperfect black-board writing would injure the vision of the scholars. He advocated that the writing not only be large enough for the children to see easily from all parts of the school-room, but that the teacher "follow the copy book" which has been adopted as the standard for the State.

Montclair High School is to have an athletic ground adjoining the school. A full time athletic instructor has been engaged in the person of F. W. Dickson, and a large increase in the number of students taking advantage of the facilities for physical development, is anticipated.

The Maple Avenue school is to be enlarged, as is the Watchung school, and two new schools, each to cost \$60,000, are to be erected.

"Resolved, That the State of Washington should adopt the system of initiative and referendum as set forth in Section 1, Article IV. of the Constitution of the State of Oregon." That is the question which high school students in the State of Washington will discuss in a series of joint debates in which the winning team in the final debate will be awarded a prize of \$100 and the losing team a prize of \$50. The date of the first debate will be Friday, November 15.

A recent decision in Cleveland, Ohio, refuses the Board of Education control of the public playgrounds, and they will still be managed by the city government. This ensures the same privileges to both public and parochial school children. The Catholic Federation consider this decision a great victory.

So many pupils in the Milwaukee high schools have requested that the French language be included in the curriculum, that Supt. C. G. Pearse has decided to bring the matter before the committee on course of study. There is at present a teacher in each high school competent to teach this language, so that no new instructors will be required. The study is to be made elective should the request of the pupils be granted.

Because East Orange high school is crowded, the Board of Education in executive session, recently passed a resolution barring from the school all pupils who are not *bona fide* residents of the city. The total enrolment in all the East Orange schools is 5,111, an increase of 184 over last year. It was announced also that there are 538 pupils enrolled in the high school, and the seating capacity 506.

The New York *Commercial* finds much satisfaction in the fact that the school population of the metropolis is diminishing. It argues that families with children of school age are moving to the suburbs and the children thereby gain, rather than lose, in educational facilities. "Anyhow," the *Commercial* continues, "a flat-raised boy or a flat-raised girl is a long, long way from the ideal boy or girl."

The executive committee of the Kentucky Educational Association are unanimous in the opinion that the present trustee system of control for country schools is obsolete. They desire that a county board system be devised by which the country schools shall receive the same kind of supervision that the city schools now have. A bill looking to this end will be drafted and presented to the next Legislature.

Lowell Institute, with Harvard's co-operation, is to have real university extension. Two regular Harvard freshman and sophomore courses are to be given free of charge to those who desire them. The plan, which is in the nature of an experiment, offers in effect some portion of a collegiate education to those who have not had that advantage in their youth; and also to those who, still in their youth, cannot take the time or undertake the expense of such an education.

Some of Philadelphia's people are much wrought up over the wretched state of affairs in the schools of their city, and drastic measures are suggested as a remedy. Overcrowding, poor ventilation, antiquated and unsafe buildings are some of the things charged. Some people, including State Senator James McNichol, are in favor of negotiating a loan for as much as \$5,000,000, and authorizing the Board of Education to use the money to remedy these serious defects. The idea of a loan seems to be eagerly accepted by the people in general.

At the recent St. Joseph County (Indiana) Teachers' Institute, Dr. George W. Neeb declared that teachers everywhere are notoriously neglectful of their own health and the health of the children they teach. With much care he went into details to show the teachers how ventilation, temperature, arrangements of the seats, cleanliness in the room, and lighting have

to do with the child's physical welfare and urged increased caution that the body be not marred in the educational process.

A well-known English educator, who has been urging the value of teaching patriotism in the schools, asserts that girls as well as boys ought to be shown their civic rights and duties. His claim is that girls play as important a part as boys in the future of the nation. That to them falls one special duty, and he says: "It is one of the chief blots upon the present system of education for girls that it does not attempt to fit them for the duty of motherhood."

The report of the schools of Los Angeles County, California, states that the average cost of each pupil in the primary and grammar grades is \$25.27 for the year. The average cost of each high school pupil is \$68.84.

Mr. John I. Cochran has been elected superintendent of the schools at Breckinridge, Colo. He was formerly of Louisville, Ky.

It is rumored in Boston that Dr. J. B. Fitzgerald, for the past eight years director of physical training in public schools, is to be dismissed and Dr. S. F. Harrington is to succeed him.

Governor Deenen, of Illinois, has been requested by the Peoria School Board to separate N. C. Dougherty, former superintendent of Peoria public schools, and now in Joliet Penitentiary for the theft of \$1,000,000, and John H. Donovan, another prisoner. It is claimed that the two prisoners were implicated in a recent robbery of the Peoria School Board safe by a paroled convict, the purpose being to destroy certain evidence thru which some of the stolen money might be recovered from Dougherty.

Changes in Iowa Normal.

The Iowa State Normal School at Cedar Falls opened September 3. Several changes have been made in the faculty, the most important being the appointment of Frank I. Merchant to the department of Latin. Professor Merchant, who is a graduate of the University of Berlin, succeeds Prof. F. C. Eastman, who resigned to accept a similar chair in the Iowa State University.

Miss Lillian Lambert comes from the East Des Moines high school to succeed Miss Mary E. Simmons as instructor in English. Miss Lillian Bruce, Miss Frances Portmen, and Mr. Charles H. Anthony are the other new teachers, and Miss E. D. Biscoe the new librarian.

The Death of Professor Root.

In the death of Prof. Oren Root, Hamilton College not only loses a great teacher of mathematics and an orator of remarkable power, but also a great man who left his impress for good upon the personal character of hundreds of students who studied under him. And while Hamilton College feels its loss most keenly, the whole educational world has also suffered.

Professor Root was born in 1838 and was graduated from Hamilton in 1856. Two years later he was admitted to the bar in Wisconsin, and in 1866 was elected professor of English in Missouri State University. In 1875 he was ordained a Presbyterian minister and assumed the presidency of Pritchett Institute at Glasgow, Mo. He came to his alma mater in 1880.

Professor Root was editor of several works on elocution, but his elemental trigonometry is best known.

Boston's "Little Em'lys."

Boston had nearly one hundred thousand school children on opening day, and while there was over-crowding in some districts, "Little Em'lys," as the portable school houses are called, are being provided rapidly. Chairman James Storrow says all applicants will be taken care of within a few days, after the first rush and unavoidable confusion are over.

Several new features will be introduced this year, among them being the new High School of Practical Arts and the introduction of a corps of trained nurses. These are to co-operate with the medical inspectors to secure the exclusion at once of any pupil having or apparently threatened with a contagious disease.

Misfit Education.

"Misfit Education" is the term Supt. J. C. Taylor, of Lackawanna County, Pa., applies to much of the ordinary high school course. He insists that more attention ought to be given to reviews of the common branches, proficiency in which is more useful than a knowledge of Latin or higher mathematics. His words sound the note so clearly we quote:

"To rush hastily thru these (common) branches, to push pupils into high schools at the age of twelve or thirteen years, before they have sufficient maturity to take up high school work, and finally to graduate these students from the high school without any further study of the common branches, unable to write or spell well, or to compose a good business letter in English—all this seems very much like mismanagement of high schools."

Wanted—Some Books.

Greensburg, Ind., is without school-books. The new law provides that the county superintendent shall appoint a depository where school text-books may be procured. But County Superintendent Mendenhall has failed to make such appointment for the reason that no one will accept under the present restrictive conditions.

The law designates that all books must be paid for within sixty days whether sold or not, and as the small profits are cut into by the freight charges which the dealer must pay, no one can be found who will undertake such a doubtful business enterprise. State Superintendent Cotton has been appealed to, and he proposes to carry the matter to the supreme court of the State for final settlement and adjustment.

Not All Ananiases.

The recent session of the Allegheny County Teachers' Institute, held at Pittsburgh Carnegie Music Hall, proved to be extraordinary in more than one way. Senator R. M. LaFollette of Wisconsin addressed the Institute in his characteristic way, but how much pedagogy he taught is not quite clear from the accounts received.

Dr. G. J. Brecht, of Clarion, Pa., one of the speakers at the third day's session, exhorted the teachers not to conclude that a child with a vivid imagination would necessarily grow to be an Ananias.

"I do not underestimate the practical in the school-room," said Dr. Brecht, "but I don't want the practical to crush out the imaginative genius of the child." He declared further that the imaginative instincts and powers of many children which might lead to great achievements and good are frequently crushed out ignorantly.

Of the 12,000 teachers employed in the New York elementary schools the women outnumber the men fourteen to one. They are appointed to all grades, while the men are usually assigned to classes above the fourth year. There is but one man teaching in the first three years of the course.

The teachers and principals who agitated the "equal pay for equal work" question in New York last fall are severely rebuked by a special committee's report to Manhattan's Board of Education. Even Superintendent Maxwell comes in for his share of criticism. The report suggests drastic reforms to prevent the recurrence of such a demonstration.

The school of the National Academy of Design, at Amsterdam Avenue and 109th Street, New York, will open its session on September 30. The school committee is composed of Will H. Law, J. C. Nicoll, and W. Sergeant Kendall.

Dr. Edwards, of the New York Bureau of Health, says that if care is exercised by the principals and teachers in the schools, children's diseases can always be checked. He proposes to send health inspectors to all of the schools to give the teachers instructions regarding the health rules and also plans to keep the principals informed as to the houses in which there are cases of infectious diseases. Of course, all children living in the houses so designated will be excluded from attending the school sessions.

New York on Opening Day.

The total enrolment for all schools was 614,947. The increase over last year was 24,356. Of this number 590,735 are in the elementary schools. About 100,000 were absent because of the Jewish holiday. Children on part time, 60,000. New sittings for elementary schools, 29,505, and 15,000 additional will be available by October first. Five new school buildings opened and new classes opened for crippled children in three Manhattan schools. A school for the deaf is to be opened before the end of the school year, on East Twenty-third street. Twenty-five new principals were installed. Thirteen evening high and trade schools were opened.

Soap and Toothbrush Crusade.

Recent investigations by a special committee show that out of 600,000 school children in New York City, 465,800 are physically defective. When these statistics, which include in their number all classes of children, had been definitely determined, they were turned over to another committee composed of four physicians, two men and two women, who were instructed to visit the children at their homes and make personal inspection. Hundreds of homes were visited and some alarming facts discovered concerning the physical and social condition of those homes, the quantity and quality of the food the children had, their sleeping accommodation, the income of the wage earners, the amount paid for rent, and the practices of hygiene indulged in by the housewife.

Out of 168 cases of mal-nutrition in a given district, fifty-four cases were in families having an income of more than \$20 per week, and but twenty cases were in families having less than \$10 per week. A total of 1,444 families paid 70.3 per cent. of their income for rent, and yet from these families fewer children

came to school suffering from mal-nutrition than from the same number of families of comparative wealth. Of public school children 72.4 per cent. have defective teeth and further digging into the causes for this condition of affairs resulted in the information that the dentist is seldom consulted in the cases of children of school age, and that a large number of the children investigated do not know the mysteries of the tooth brush. It was also found that in a very large number of instances soap was an absolute stranger to the children!

The National Association for the Improvement of the Condition of the Poor, which conducted this investigation, has appealed to President Roosevelt for aid, for it believes that similar conditions exist among school children in other parts of the country.

Ahearn To Go Before Hughes.

J. F. Ahearn, president of the Borough of Manhattan, has been summoned before Governor Hughes to show cause why he should not be removed from office. He is charged with gross waste in the expending of public money—a waste amounting to about one and one-half million dollars annually.

The New York *Tribune* is particularly incensed at Mr. Ahearn because this money which it believes wrongfully used might have provided ample school accommodations for the thousands of pupils now forced to go on "part time." The serious thing about the "part time" system is that the sixty thousand or more children whose hours of instruction are thus shortened are largely the children of foreign parents, and neither speak our language nor know anything of our institutions or laws. As the Superintendent of Schools says: "The burden laid upon the public schools of teaching these children English as a foreign language and of training them into American citizenship is under the best of conditions exceedingly heavy. To accomplish this task when children are with their teachers only three and a half hours out of the twenty-four is almost an impossibility."

Bordentown Military Institute.

A friend of the Bordentown Military Institute, at Bordentown, N. J., recently gave expression to his ideal of what a school should be, as exemplified by the Institute.

"The school that is of most service to its students is the one that trains them for all-around manliness. It is of even greater consequence to choose a school for *how* it teaches than for *what* it teaches. In this day of educational advantages it is easy to find an institution that teaches the studies you want, but it is much more difficult to find a school that teaches in the way that imparts the greatest good and the most lasting benefit."

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In selection, proportion and combination of ingredients,

In the process by which their remedial values are extracted and preserved,

In effectiveness, usefulness and economy,

Curing the widest range of diseases,

Doing the most good for the money,

Having the most medicinal merit,

And the greatest record of cures,—

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Superseding the Normal School of Gymnastics of the N. A. G. U., the oldest institution for the education of teachers of physical training in America.



Mr. Carl J. Kroh, Professor of the Teaching of Physical Training in the College of Education of the University of Chicago, will be President of the Normal College. Courses are open only to high school graduates who are physically sound and well-formed. Courses lead to certification, title, and degrees, as follows: One-year course, certificate of teacher of physical training for elementary schools; two-year course, title of Graduate in Gymnastics (G. G.); four-year course, degree of Bachelor of Science in Gymnastics (B. S. G.); graduate courses, degree of Master of Science in Gymnastics (M. S. G.). College year begins Sept. 19. For illustrated catalog for 1907-1908, address

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Fun and Wit.

"Papa, how did you get acquainted with mamma?"

"I married her, my son."—*Houston Post.*

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It is highly important, when a man makes up his mind to bewitch a raskall, that he should examine himself closely, and see if he ain't better constructed for a phool!—JOSH BILLINGS.

Always Looking for the Best.

If a man can write a better book, preach a better sermon, or make a better basket than his neighbor, tho he build his house in the woods, the world will make a beaten path to his door.—*Emerson.*

The Common Things.

The sunshine and the gentle rain,
The clear bird song that hails the morn,
The meadowland which flowers stain,
The swaying banners of the corn,
The grass whispers to the breeze—
What common, common things are these!

The broad, blue mirror of the lake
That smiles back at the sleeping sky;
The billows, too, that leap and break,
And fling their foamy jewels high;
The silver clouds that one by one
Toss back the lances of the sun;

The stars that blaze as jewels blaze,
And make the world old mystery,
While they on their appointed ways,
Go speeding thru eternity,
Across unfathomed seas of space
On paths that we but dimly trace—

All these are common—brook and bird,
And rose of red, and meadow green;
So common that they seem unheard,
So common that they seem unseen;
And yet there is no day or night
But borrows all of their delight.

No common thing is held apart
From us, or pent with lock and key,
But in the goodness of His heart
They are all made for you and me.
It always seems God loves the best
Things He makes the commonest.
—*Exchange.*

Rest and Health for Mother and Child.

Mrs. Winslow's Soothing Syrup has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS FOR THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.

Suffered for Fifteen Years

With Torturing Eczema—All Sorts of Remedies Failed—Friend Recommended Cuticura Which

CURED AT TRIFLING COST

"I have had eczema for over fifteen years, and have tried all sorts of remedies to relieve me, but without avail. I stated my case to one of my friends, and he recommended the Cuticura Remedies. I bought them with the thought that they would be unsuccessful, as with the others. But after using them for a few weeks I noticed to my surprise that the irritation and peeling of the skin gradually decreased, and finally, after using five cakes of Cuticura Soap and two boxes of Cuticura Ointment it disappeared entirely. I feel now like a new man, and I would gladly recommend these remedies to all who are afflicted with skin diseases. David Blum, Box A, Bedford Station, N. Y., Nov. 6, 1905."

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The Old Hymns.

There's lots o' music in 'em, the hymns of long ago;
An' when some gray-haired brother sings the ones I used to know
I sorter want to take a hand—I think o' days gone by—
"On Jordan's stormy banks I stand, and cast a wistful eye."

There's lots o' music in 'em—those dear, sweet hymns of old,
With visions bright of lands of light and shining streets of gold;
And I hear 'em ringing—singing, where memory dreaming stands,
"From Greenland's icy mountains to India's coral strands."

They seem to sing forever of holier, sweeter days,
When the lilies of the love of God bloomed white in all the ways,
And I want to hear their music from the oldtime meetin' rise,
Till "I can read my title clear to mansions in the skies."

We hardly needed singin' books in them old days; we knew
The words, the tunes, of every one the dear old hymn book thru!
We had no blaring trumpets then, no organs built for show;
We only sang to praise the Lord, "from whom all blessings flow."

An' so I love the dear old hymns, and when my time shall come—
Before the light has left me and my singing lips are dumb—
If I can only hear 'em then I'll pass, without a sigh,
"To Canaan's fair and happy land, where my possessions lie!"

—Atlanta Constitution.

Who Bides His Time.

Who bides his time, and day by day
Faces defeat full patiently,
And lifts a mirthful roundelay,
However poor his fortunes be—
He will not fail in any qualm
Of poverty—the paltry dime
It will grow golden in his palm,
Who bides his time.

Who bides his time—he tastes the sweet
Of honey in the saltiest tear;
And tho he fares with slowest feet,
Joy runs to meet him, drawing near;
The birds are heralds of his cause;
And, like a never-ending rhyme,
The roadsides bloom in his applause,
Who bides his time.

Who bides his time, and fevers not
In the hot race that none achieves,
Shall wear cool-wreathen laurel, wrought
With crimson berries in the leaves;
And he shall reign a goodly king,
And sway his hand o'er every clime
With peace writ on his signet ring,
Who bides his time.

JAMES WHITCOMB RILEY.

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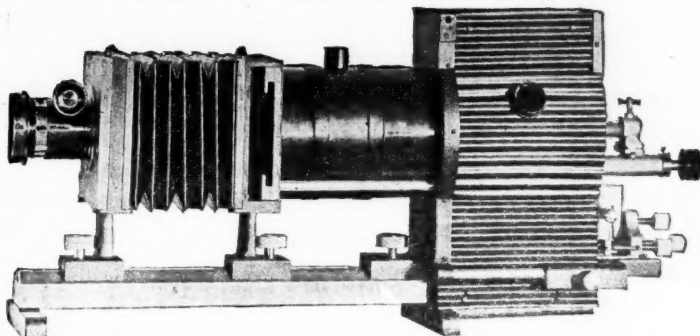
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